2015

Ethnically Diverse Students and K-12 Teacher Preparation Programs: An Analytical Study of Effective Recruitment and Retention Strategies in Select Midwest Colleges and Universities

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Ethnically Diverse Students and K-12 Teacher Preparation Programs: An Analytical Study of Effective Recruitment and Retention Strategies in Select Midwest Colleges and Universities

By

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This Dissertation is Submitted in Partial Fulfillment

of the Requirements for

the Educational Doctorate Degree

in Educational Leadership

Minnesota State University, Mankato

Mankato, Minnesota

December 2015

Date:

This dissertation has been examined and approved.

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Abstract

In the years following the 1954 Supreme Court decision in Brown v. Board of Education of Topeka, Kansas, the shrinking numbers of ethnically diverse teachers in U.S. public schools has been the focal point of public opinion, community leaders, educators and policymakers. To address the scarcity of the nation's teachers in our teacher workforce, a variety of creative and innovative initiatives, which focused on recruitment, retention, and graduation of students of color have been implemented throughout the years. The purpose of this dissertation was to analyze effective recruitment and retention strategies used at a selection of predominantly white Midwest colleges and universities in efforts to address the decreasing number of students of color enrolling in and graduating from teacher preparation programs. From a comprehensive review of the college and university webpages, literature, publications and program descriptions the identification of effective recruitment and retention strategies in select Midwest colleges and universities have been identified. The results of the analysis are reported, and usage and effectiveness strategies for recruitment and retention in predominantly white universities are discussed.

Acknowledgements

I would like to acknowledge and give thanks to my Lord and Savior Jesus Christ who guides and strengthens me. It is through my faith in Him that I have come this far and it is with Him as my guide that I will continue to walk out His plan for my life. Someone near and dear to my life and the shepherd of my faith continually reminds me "God does not call the qualified, He qualifies the called". I want to sincerely thank all of the people that have supported me on this journey. Through this process there were many days that I decided to give up on my dream. It was the support from family and friends that kept pushing me towards the finish line. I would like to give special thanks my two biggest supporters and motivators, Dr. Maria Baxter-Nuamah, and my son Malik Baxter, for without them this dissertation would not have become a reality.

I would also like to thank my supporters within the College of Education at Minnesota State University, Mankato for all of their love and encouragement. Special thanks goes to my committee, Dr. Julie Carlson, Dr. Kathleen Foord, Dr. Daria Paul and Dr. Maureen Prenn, for all of their guidance and support. I want to thank the Coleman/Lovelace family and all of my friends that continued to encourage me through this process, from start to finish. Thank you to my church family, the Felton family, Dr. Jean Haar, Dr. Ginger Zierdt (P^3), Dr. Avra Johnson, Dr. Queen Booker, Robbie Burnett, Paulkani Siddela, S. Raynette, Lisa Buckner and last but not least my favorite uncle, Uncle Billy.

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Chapter I

Introduction

Problem Background

Diversity of educators in K-12 schools has been highly debated topic of discussion for decades. Historically, in many cultures teachers and educators were highly esteemed, valued and respected for the work they did. In the African American culture prior to the 1950's, teachers, educators and pastors were political and community leaders in their social circles. Prior to the Civil Rights Act of 1964, the majority of African Americans that graduated from a college or a university wanted and aspired to return to their communities and enter the teaching profession (Brown & Harris, as cited in Brown, 1994; Cole, 1986; Hudson & Holmes, 1994; Stuart, Meier & England, 1989). Prior to the 1950's, Black teachers were responsible for the education of Black youth in Black communities throughout the United States and especially in Southern states (Hawkins, as cited in Hudson & Holmes, 1994; Madkins, 2011; Morris & Monroe, 2009). By the mid 1960's, many Black teachers and educators nationwide had lost their jobs and were no longer employed in their communities (Hudson & Holmes, 1994). Many of these educators were relegated to custodial or food services if they chose to remain connected to education.

The historically low numbers of ethnically diverse teachers can be traced back to the poor execution of desegregation following the 1954 Supreme Court decision in Brown v. Board of Education of Topeka, Kansas. Desegregation policies and procedures were intended to improve educational instruction for K-12 Black students, not to create

job opportunities for Black teachers and educators. After the Brown v. Board of Education decision, “the first fallout from Brown was realized when a number of Black teachers and principals lost their jobs because Black schools were dismantled in the name of integration" (Hawkins, 1994, p. 28). It may not have been the intent to decrease the ethnically diverse workforce of professional teachers, but no provisions were made to protect Black teachers or integrate school staffs, faculties, and administrations. Instead, ethnically diverse teachers and school administrators were either terminated or removed from positions of power, and school districts hired additional white teachers, staff and administrators to accommodate the changes associated with the new dynamics of the student population (Abney, 1974; Morris, 1967).

African American and ethnically diverse teachers were constantly engaged in battles for justice and equality prior to the Brown v. Board of Education case being brought before the Supreme Court in 1954. During the 1930’s and 1940’s, the National Association for the Advancement of Colored People (NAACP), with the backing and encouragement of ethnically diverse teachers across the nation, brought forth lawsuit after lawsuit confronting the variety of salary disparities and inequalities that existed between white and Black teachers (Torres, Santos, Peck, & Cortes, 2004). Historically, there was a significant difference in teacher salaries from the early 1900’s to approximately 1955. White teachers nationwide made approximately 80% more than teachers of color (Beezer, 1986). From the 1950’s through to the 1970’s the disparity in salary compensation between white and Black teachers began to close (Startz, 2010).

Teacher salaries and compensation from the 1970's until present have remained very similar for whites and Blacks due to equity in teacher contracts and union interventions.

Standardized testing practices implemented by school districts in the 1950's contributed to limiting the numbers of African Americans actually working as teachers in the field of education (Madkins, 2011). Standardized testing comparable to such professions as lawyers and medical doctor, were implemented for teacher candidates. Candidates were required to take and pass a series of standardized tests focused on basic skills mastery in reading, writing and mathematics. The use and abuse of teacher certification exams increased dramatically after 1954. The Educational Testing Service (ETS) reported an increase in the number of teacher candidates required by city and state governments to take and pass culturally biased teacher certification exams (Baker, 1995; Darling-Hammond, 2000). City and state governments understood that teacher certification exams would be almost impossible for teachers of color to pass, perpetuating institutional racism.

There are a many of different occupational pathways for postsecondary students to choose from. Torres et al. (2004) identified seven factors believed to influence the occupational choices of minorities. The factors were:

1. Socioeconomic status (SES)
2. Degree of acculturation
3. Racial or ethnic identity
4. Appearance based on phenotype
5. The educational attainment of parents of the individual

6. Self-efficacy
7. Amount of experienced discrimination. (p. 24)

Several different studies (Mitchell, Scott, & Covrig, 2000; Vegas, Murnane, & Willett, 2001) agree that attrition in the teaching field is contributing to the scarcity of African American, Native American, Hispanic, and Asian American teachers. Students from these diverse ethnic groups were interested in teaching as a career but many tended to drop out of the post-secondary institutions before completing the licensure process. There have always been significant numbers of ethnically and culturally diverse students interested in teaching as a profession. The challenge does not lie in their interest in the profession but in preparing and supporting students of color to gain employment in satisfying teaching careers. If ethnically diverse students were completing their K-12 education academically prepared to be successful in postsecondary institutions, the numbers of ethnically diverse teachers in the field of education may not have been a major concern.

In the meantime, the insufficient supply of ethnically diverse students entering colleges and universities means that the numbers of those interested in the teaching profession will continually be forced to compete with other high paying professions (Torres et al., 2004). Public criticism has ranged from the failure of colleges and universities to recruit and retain quality ethnically diverse teacher candidates, to the curriculum and courses in the teacher preparation curriculum lacking pedagogical and culturally relevant content knowledge about the many different marginalized ethnic groups in today's society (Johnson, 1990). It remains a challenging task to recruit, retain

and graduate licensed teachers of color when colleges and universities continue to perpetuate social inequalities, identified as institutional racism.

During the mid-1970s, Critical Race Theory (CRT) developed from the early works of Derrick Bell and Alan Freeman, who were unimpressed with the slow moving pace of racial reform in the United States (Hiraldo, 2010). CRT is constantly evolving and acknowledges that racism is embedded in the foundational structure of American Society. It can be used to examine the normative acceptance of "whiteness" in perpetuating social inequalities between white people and marginalized racial groups. It can play a significant role in the process of colleges and universities working towards becoming more culturally diverse and inclusive. For example, in predominantly white institutions (PWI), just working towards increasing the enrollment numbers of students of color is an inadequate goal if institutional change is a priority. The college or university experience and environment are important factors that may affect academic success and attitudes of students of color towards their college or university during their collegiate years (Torres et al., 2004). Examining the campus environment in efforts to have culturally competent and diverse administrators, faculty and staff may be a more efficient and effective way of becoming more culturally diverse and inclusive.

According to UCLA School of Public Affairs (2012), CRT permits the critical analysis of race, racism and institutional racism to be viewed as phenomena; and it allows the exploration of existing power structures. In the study of teacher education, CRT has helped society to better understand the barriers and challenges that pre-service teacher programs and institutions have imposed on the recruitment, retention and preparation of

racial and/or ethnically diverse teacher candidates. In ongoing studies CRT acknowledges that racism is embedded in the historical culture and fabric of society. The process of racial discrimination on an individual level does not have to exist to substantiate the fact that institutional racism is present and continues to persist in the privileged white social structure (UCLA, 2012). CRT recognizes that influence and authority are established on the foundation of white power and influence, which perpetuates the marginalization of people of color.

The educational and pedagogical learning for students interested in education is very similar to that of other professional majors at the college level. However, teaching offers fewer rewards upon degree completion due to its moderately low pay scale, the culture of isolation in the classroom, and lack of administrative leadership and advancement (Mitchell et al., 2000; Vegas et al., 2001). The pattern of academic underachievement in teacher preparation programs combined with attrition rates has demonstrated the need to support ethnically diverse candidates throughout their journey from student to teacher (Torres et al., 2004). The academic readiness and success of minority students can be linked to K-12 academic rigor, which has been measured by standardized testing.

Vegas et al. (2001) studied and researched how skin color, ethnicity, and academic achievement could be correlated with the persistence of high school students interested in teaching as a profession. They recognized that improving K-12 education prior to college admission was a more pressing concern than encouraging students to consider teaching as a career. They noted, “the problem is that too many students,

especially African American, Hispanic, and Native American students, reach 10th grade without strong academic skills" (p. 442). This quote is very significant because academic success in 10th-grade content material is a good predictor of graduating from high school and pursuing a college degree. The achievement gap between white and Black students can be trace back to the 1970's. The great debate continues on what can be done to close the achievement gap between white students and students of color, increase standardized test scores for students of color and increase the graduation rate of ethnically diverse students. Researchers believe that improving the quality of K-12 teaching that all students receive in the classroom can decrease the achievement gap (Vegas et al., 2001).

Problem Statement

The current population of ethnically diverse school-aged children is increasing and K-12 teachers are becoming more homogeneous in terms of ethnicity (Boser, 2011; Branch & Kritsonis, 2006). Due to the growing numbers of ethnically and culturally diverse students being educated in public schools, there has been an increasing need for certified and culturally equipped teachers that can connect and communicate with all students from within the context of their cultures and/or native languages (Irvine, 1988; Madkins, 2011; Talbert-Johnson, 2001; Villegas & Irvine, 2010; Villegas & Lucas, 2004). From a cultural perspective the current population of teachers in the United States is predominantly white American, English speaking, and female. Because there is an extreme imbalance between the numbers of ethnically diverse teachers and ethnically diverse students, the recruiting, preparation, and hiring of qualified diverse teachers and educators should be considered a critical issue in this country (Terrill & Mark, 2000).

Data from the National Center for Education Statistics (NCES, 2009) revealed that there is an under-representation of ethnically diverse teachers in American public schools. In 2009 NCES reported that nearly 83.1% of all teachers were non-Hispanic White, 7% African American, 7.1% Hispanic, 1.2% Asian American, 0.2% Native Hawaiian/Pacific Islander, 0.5% American Indian/Alaska Native, and 0.9% two or more races (NCES, 2009). Additional research data indicates that the proportion of K-12 teachers who are white has dropped from 91% in 1986 to 84% (Feistritzer, 2011). This would indicate that between 2007 and 2011 approximately 16% of our nations teachers were people of color.

Demographic data on K-12 student populations in 2007 -2008 indicated 57.8% White students, 16% Black students, 20.4% Hispanic students, 4.4% Asian/Pacific Islander students, and 1.4% American Indian/Alaska Native students were represented in public schools throughout the United States. In the fall of 2007, the ethnically diverse student population percentage in public schools was as high as 77.7% in large cities (NCES, 2009).

Noticeably, the large gap in diversity between teacher and student populations needs to be addressed, and recruiting, preparing and graduating more licensed ethnically diverse teachers is necessary. There has been a major need to produce licensed teachers of color as role models, mentors and examples of educational and professional success for ethnically diverse students (Villegas & Irvine, 2010). A few crucial reasons for having teachers of color in the classrooms are:

1. Teachers of color tend to have higher expectations and influence better academic

results for students, particularly students of color. (p. 180)

2. Many teachers of color have the ability to use culturally relevant teaching practices to build and develop caring and trusting relationships with students creating a positive learning environment for the entire classroom. (p. 180)
3. Teachers of color tend to accept teaching positions in high-poverty, high-ethnically diverse urban and community schools and districts. (p. 185)

Just like white teachers, teachers of color can be wonderful role models for students from all racial backgrounds. They can bring a unique world perspective and insightful understanding of many different cultural experiences into the classroom. This ability to relate culturally is said to give teachers of color an advantage over their white colleagues in enriching the learning experiences and academic performances of students of color while at the same time improving the overall school experience for all students. Good teachers are able to help their students make associations between personal life experiences and classroom learning to build real world skills.

During the early 2000s, approximately 45,000 ethnically diverse teachers entered the teaching profession yearly but due to attrition of twenty percent more; approximately 56,000 left the teaching profession yearly (Ingersoll & May, 2011a). In 1984 more than 14,000 African-Americans received their teaching credentials and degrees making them eligible to teach, but roughly only 8,500 of them were using their teaching credentials in a classroom setting. In 2003-04 approximately 4,100 Hispanics received teaching degrees and were eligible or certified to teach, but there were only about 2,500 employed in the teaching profession the following year. According to Darling-Hammond and Cobb

(1996) a substantial number of culturally diverse teachers gave a variety of reasons for why they were not teaching in the classroom but a majority of those reasons were associated with the inability to be involved in the decision-making process at their schools regarding classroom practices and teaching methods. Teachers are educational leaders and if they feel oppressed in the work place environment, it may contribute to the attrition of minority educators.

There are many factors that affect recruitment, retention, graduation, persistence and attrition for diverse candidates, which may limit the ability of predominately white colleges and universities in the Midwest to increase the diversity numbers of teacher preparation programs. There is a need for additional research related to successful recruitment, retention, and graduation practices as they relate to diverse teacher candidates. Data collected from teacher preparation programs in the Midwest may enable colleges and universities to proactively address the issue of crucial shortages in the production of teachers of color.

Purpose of this Study

The purpose of this study was to analyze the recruitment, retention, and student support practices associated with colleges and universities that have the ability to produce teachers of color in small-to-midsize colleges and universities in the Midwestern United States. The main research question was: What are midsized nationally accredited universities in the Midwest doing to recruit, retain and graduate licensed students of color in their teacher education programs (TEP's)? This study examined colleges and universities with initial and advanced teacher licensure programs at campuses with

student populations of 2,000 – 15,000 in Minnesota, Nebraska, North Dakota, South Dakota, Iowa, and Wisconsin. The Council for the Accreditation of Educator Preparation (CAEP), previously named the National Council for Accreditation of Teacher Education (NCATE) is the accrediting body for this study.

Significance of the Research

This research will provide valuable information focused on effective recruitment and retention strategies used at select Midwest colleges and universities. This information is vital in efforts to increase recruitment and retention of students of color. Understanding effective recruitment and retention strategies may lead to an increase in the percentage of highly qualified teachers of color being recruited, supported and retained in Midwest colleges and universities. The examination of effective recruitment and retention strategies at select predominantly white colleges and universities in the Midwest with teacher preparation programs is necessary in the efforts to identify possible factors hindering the recruitment, retention and graduation of licensed teachers of color.

Predominantly white universities throughout the U.S. have identified the need to diversify the teaching force. Many are searching for ways to increase their student of color populations as a whole but specifically in their teacher preparation programs which may not reflect the diversity of their college or university. Many colleges and universities can benefit from utilizing effective recruitment and retention strategies. The use of effective recruitment and retention strategies can potentially increase the numbers of teacher candidates of color.

In addition, the findings from this research may benefit policy makers, educational leaders, professional organizations and community leaders who have argued for more teachers of color in American classrooms to reflect our nation's changing demographics (Villegas & Irvine, 2010).

Delimitations

The following were delimitations intentionally placed upon this study in order to examine effective recruitment and retention strategies at colleges and universities that have experienced similar challenges.

1. All colleges and universities in this research are located in the Midwest and states neighboring Minnesota.
2. All colleges and universities in this research are considered predominantly white institutions.
3. All colleges and universities in this research have a student population between 2000-15,000 and are considered to be small to medium in size.
4. All colleges and universities in this research are accredited for both initial and advanced preparation by CAEP.

Definitions and Keywords

Advising. "To give an opinion or suggestion to someone about what should be done: to give advice to (someone)" (Merriam-Webster, 2015).

African American. "An American of African and especially of Black African descent" (Merriam-Webster, 2015).

American Indian/Alaska Native. "A person having origins in any of the original peoples of North and South America (including Central America) and maintaining tribal affiliation or community attachment" (NCES, 2012, p.1).

Asian. "A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam" (NCES, 2012, p.1).

Black/Brown. "Of or relating to any of various population groups having dark pigmentation of the skin: of or relating to the African-American people or their culture: typical or representative of the most readily perceived characteristics of Black culture" (Merriam-Webster, 2015). The words "Black" and "Brown" are used around the world to describe people who have "racial" features indicating African ancestry.

Diversity. "The condition of having or being composed of differing elements: the inclusion of different types of people (as people of different races or cultures) in a group or organization" (Merriam-Webster, 2015).

Ethnic. "Of or relating to large groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background" (Merriam-Webster, 2015).

Ethnically diverse. Being associated with racially, ethnically, culturally, and/or linguistically diverse families and communities.

Hispanic or Latino. "A person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race" (NCES, 2012, p.1).

Jim Crow laws. "Ethnic discrimination especially against Blacks by legal enforcement or traditional sanctions" (Merriam-Webster, 2015).

Minority. "A number or amount that is less than half of a total or a relatively small part of a population differing from others in some characteristics and often subjected to differential treatment" (Merriam-Webster, 2015).

Native Hawaiian or Other Pacific Islander. "A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands" (NCES, 2012, p.1).

Of color. Of or relating to persons of races other than white or of mixed race.

Race. "A group of people identified as distinct from other groups because of supposed physical or genetic traits shared by the group" (American Heritage Dictionary of the English Language, 2015).

Recruit. "To increase or maintain the number of" (Merriam-Webster, 2015).

Recruitment. "To find suitable people and get them to join a company, a group, an organization, the armed forces, etc." (Merriam-Webster, 2015).

Retention. "The act of retaining**:** the state of being retained" (Merriam-Webster, 2013).

Retain. "To continue to hold or to have" (Merriam-Webster, 2015).

Title IV. Federal student aid programs reauthorized under Title IV of the Higher Education Amendments of 1992. Any institution that has a written agreement with the Secretary of Education that allows the institution to participate in federally funded student financial assistance programs.

White. "Being a member of a group or race characterized by light pigmentation of the skin; of, relating to, characteristic of, or consisting of white people or their culture" (Merriam-Webster, 2015). In this study "white" will not be capitalized because the majority of American white people identify themselves in other defined terms (see Visconti, 2009).

Chapter II

Review of the Literature

Historical Perspective of Diversity in K-12 Education

In this review of historical literature, *African American, Black, minority and ethnically diverse* are often used interchangeably to describe groups of racial or ethnic diversity. In the United States, ethnic demography has changed over the past few decades; therefore, within the next 10-15 years (2020-2025) ethnic minorities will constitute more than half of our nation's primary and secondary student population (Boser, 2011; Vargas & Conlon, 2010). The *demographic imperative*, a belief that teachers' cultural and ethnic backgrounds should more closely reflect the cultural and ethnic backgrounds of their students, has prompted a number of initiatives to increase the number of teachers of color in U.S. public schools (Achinstein, Ogawa, Sexton, & Freitas, 2010). In 2008 approximately 17% of public school teachers were minorities while 42% of public school students were ethnic minorities (Madkins, 2011; National Center for Education Statistics [NCES], 2009, 2010). Many of our nation's public schools are becoming more and more ethnically, racially, culturally and religiously diverse. That diversity is generally well represented in the student population but not reflected in the teaching staff. As our nation's K-12 ethnically diverse population continues to increase, the ethnic diversity among the teaching workforce has not reflected the changing student demographics (Boser, 2011; Madkins, 2011; Quiocho & Rios, 2000; Villegas & Lucas, 2004; Zumwalt & Craig, 2005). The percentage of Black teachers in

the workforce has continued to decline since desegregation (Foster, 1997; Irvine, 1988; Madkins, 2011).

When discussing the diversification of the teaching workforce the disparity in numbers between Black and Brown students and Black and Brown teachers is noticeable. Students of color comprise about 16% of our public school students, but teachers of color represent roughly 8% of the teaching workforce (Madkins, 2011, NCES 2010). The teaching workforce does not look like our student population, especially in larger, urban school districts. This disparity does not allow Black and Brown students to see themselves reflected in positions of authority. Black and Brown teachers can be amazing role models for all students but especially for Black and Brown students. Although, all students benefit from having teachers of color in the classroom (Irvine, 1988), it is especially important for Black and Brown students to have role models that look like them (Madkins, 2011; Villegas & Irvine, 2010; Villegas & Lucas, 2004). Teachers of color can also serve as inspirational models for students to dream bigger than their current circumstance and pursue dreams of higher education (Perkins, 1989; Siddle-Walker, 2000).

In southern states at the turn of the 20th century, public schools were a new phenomenon for both Black and white students (Madkins, 2011). Schools were legally segregated and funded inequitably, resulting in schools for Black and Brown children with inadequate resources and subpar school facilities such as abandoned buildings or churches. Historically, the teaching profession had been of great importance and considered an honored position in the Black culture. Prior to the Civil Rights Act of

1964, the majority of college-educated Blacks pursued the teaching profession (Brown & Harris, as cited in Brown, 1994; Cole, 1986; Hudson & Holmes, 1994; Stuart, Meier & England, 1989). During this era of segregation, Black teachers taught Black students. Scores of teachers were needed throughout the South for this task, especially since 90% of Blacks lived in the southern U.S. in 1910 (Madkins, 2011; Morris & Monroe, 2009). The teaching profession had provided a significant means of upward mobility, and was often times a multigenerational tradition for African-American women who completed baccalaureate degrees (Dingus, 2006; Irvine, 1988; Madkins, 2011). Historically Black Colleges and Universities (HBCU's) had developed exemplary programs dedicated to teacher preparation and training (Collier, 2002). Many teacher candidates who lived in the South attended normal schools at HBCU's, such as Hampton University, Tuskegee Institute, or Fort Valley State College (Anderson, 1988). Despite poor working conditions and unequal pay, Black teachers were given the task of educating Black children with meager resources (Anderson, 1988; Beezer, 1986). These teachers provided their students with the tools needed to advance themselves and their people. They also served as role models for students as a source for how to navigate their world filled with racial inequities and discrimination, to ultimately obtain social mobility (Siddle-Walker, 1996; 2000).

Separate but Equal

In 1896 the doctrine of *separate but equal* was legitimized in the case of Plessy v. Ferguson, which was decided by the U.S Supreme Court. Although the constitutional doctrine was intended to promote equality among Blacks and whites, the resources and

facilities given to African-American communities were almost always of lower quality than those offered to white Americans. This doctrine was utilized to encourage and promote segregation in the public schools and facilities. The public services provided for people of color were often clearly inferior to those provided for whites, and this could be seen in a variety of different services like, public transportation, restaurants, and movie theatres. For years, the Supreme Courts would not rule the *separate but equal* doctrine unconstitutional. They held fast to their response that civil rights issues were the responsibility of individual states to handle. For those living in southern states, Jim Crow laws dictated how individual states implemented that responsibility.

Prior to the 1950's many southern states such as Alabama, Georgia and Mississippi maintained two separate school systems for whites and Blacks. By the 1950's approximately half of all Black professionals working in the U.S. with a background in education were employed as teachers or school principals, many of whom came from HBCU's and had advanced degrees (Cole, 1986; Foster, 1997; Siddle-Walker, 2000). Many southern states operated under Jim Crow laws, which were the systematic practice of racial discrimination against people of color through the process of segregation. Jim Crow was the moniker given to the racial classification system created and used primarily, but not exclusively in southern states, between the1880's and the 1960's. Jim Crow was a way of life that illustrated the systemic control of government-sanctioned discrimination based on race and segregation in the United States, which relegated minorities to the position of second-class citizens. Collier, 2002 discusses how many southern states operating under the Jim Crow laws chose to support two educational

systems for their citizens: one Black, one white. These systems were completely independent of each other and embraced separate organizational structures. Each system operated independently of each other requiring both a Black and white set of administrators and support staff, buildings and busses, operating budgets, course curriculums, and sports teams. Under the mantra of *separate but equal*, many southern communities chose to carry the economic burden of maintaining two separate school systems for Black and white students rather than allowing them to attend school together (Collier, 2002). Racism was so blatant that government-sanctioned discrimination was considered normal everyday operations in the southern states. Not only were the teaching conditions separate and unequal, but the salaries were as well.

Teacher Salary Inequality 1890's – 1940's

Pay differentials related to race existed in the majority of southern states and schools before the turn of the century, but the racial salary gap began to widen between 1890 and 1910. Data from 1910 and 1940 revealed that Black and Brown teachers experienced substantial amounts of wage discrimination. Teachers of color were paid less than equally qualified white teachers (Margo, 1990). Black and Brown teachers were constantly engaged in struggles for better working conditions, better resources and better salaries prior to the Brown v. Board of Education (1954) case being brought before the Supreme Court. White educational leaders used many reasons to justify the salary differences between white and Black teachers. Historical evidence clearly illustrated that Black and white teachers were paid different salaries, particularly in southern states that had segregated schools (Breezer, 1986). Salaries were often based upon a formula that

considered teachers' (1) level of education attained, (2) years of experience, and (3) grade level taught" (Torres et al., 2004, p. 11). The majority of southern school systems supported two separate school systems, one for whites and one for Blacks. These different school systems had two different operating budgets and two different pay scales, one for whites and the other for people of color.

Regardless of the criteria used to determine salaries, most segregated school districts discriminated against Black teachers by maintaining a dual salary schedule; a practice that paid Blacks less than similarly qualified whites (Bond, 1934; Margo, 1990). Officials tried to explain the salary inequality by referring to supply and demand. White teachers were in high demand and ethnically diverse teachers were not; therefore white teachers should be paid more. There were fewer employment opportunities for ethnically diverse teachers, and therefore they were given no other alternative than to teach for less, just to have a paying job (Beezer, 1986). Fewer Blacks than whites taught at the secondary level, which paid higher salaries, because southern states had established fewer secondary schools for students of color. Throughout the 1930's and 1940's the average salary for a white teacher was approximately $910 per month, and the average salary for a Black teacher was approximately $510. Since the early 1900's, white teachers earned approximately 80% more than teachers of color. The goal of the NAACP salary equity campaign during the late 1930's was to eliminate the disparity in wages that persisted for Black and white teachers. In the majority of northern and southern cities, teaching positions in secondary schools were not available to teachers of color. Teaching positions in secondary schools paid higher salaries than those in elementary or middle schools

(Margo, 1990; Torres et al., 2004). Institutional education systems that maintained separate but unequal facilities, pay, and opportunities were challenged in the 1950's.

Brown v. Board of Education – 1950's

The underrepresentation of ethnically diverse teachers and educators can be traced back to the 1954 Supreme Court decision in Brown v. Board of Education of Topeka, Kansas (347 U.S. 483). After the Court's landmark unanimous decision (commonly referred to as Brown I), which declared racial discrimination in public education to be unconstitutional, the Court reconvened in 1955 (commonly referred to as Brown II) on issues of how to implement the new constitutional principle Brown v. Board of Education of Topeka, Kansas (349 U.S. 294, 1955). Chief Justice Warren spoke at length on the responsibility of local school authorities and states to deal with the issue of desegregation. Local authorities were to apply the principles that the Supreme Court embodied in the 1954 Brown v. Board of Education decision. Warren urged localities to act on the new principles promptly and to move toward full compliance with them "with all deliberate speed" (349 U.S. 294, 1955).

The purpose of Brown v. Board of Education 1954 decision was to remedy the segregation of Black students from white schools, by declaring separate but equal to be unconstitutional. In the ten years following the decision there was very little progress in desegregating public schools in the South. Approximately 98% of southern Black students still remained in all Black schools more than a decade later (Orfield & Lee, 2004). Between 1954 and 1964 Black teachers and other ethnically diverse teachers were given jobs at white schools with far less frequency than whites or not at all. It may not

have been the initial plan or intent to decrease the ethnically diverse workforce of professional teachers and educators, but no thought was given to what would happen to the staff, faculties, or administrators currently working in those schools of color. After the 1955 ruling, thousands of Black teachers and school administrators were fired, dismissed or demoted, and the schools hired white teachers and administrators to deal with the issue of educating students of color and the increase in student population (Abney, 1974; Morris, 1967).

The educational implications 60 years after the 1954 decision in Brown v. Board of Education could be viewed both positively and negatively from an ethnically diverse perspective (Brown, 1994). The court ruling led to the desegregation of public schools in the U.S. On one hand the desegregation of public schools has been a great accomplishment and led to educational advancement for many minorities. On the other hand the loss of a vast number of minority educators in the 1950's may have been a contributing factor that led to the demise of ethnically diverse educators in K-12 public school systems. This may have also contributed to the educational achievement gap between white students and racially marginalized populations. The achievement gap in public education for K-12 students refers to the difference in academic achievement between different groups of students and will be discussed in more detail. Also a more in-depth discussion regarding the loss of minority educators will be discussed in latter sections of this chapter.

State Teaching Licensure Exams

In a 1995 study, Baker stated that the National Teacher Examination (NTE) was initiated during the National Association for the Advancement of Colored People (NAACP) equity in teacher salary campaign, which occurred in many eastern and southern cities in states like Virginia and Texas during the 1930's and 1940's. Because Brown v. Board of Education (1954) demanded school integration, eastern and southern school boards collaborated and employed Ben Woods (test developer) to develop a culturally biased testing system that would allow teacher wages to be based on test results and not regulated by legislation. When asked to explain how Black and white teachers would perform on the exam, Woods stated that the majority of Black teachers given his test would score below their white counterparts (Baker, 1995).

The creation and implementation of national teacher certification exams grew exponentially after the 1954 Brown v. Board of Education decision. In 1956, the Educational Testing Service (ETS) indicated a growth of over 60% from the preceding year in the number of new teachers who were mandated by school systems to take some sort of national teacher licensure exams (Baker, 1995). During the 1950's ETS reported that "by 1959, teachers and principals in almost every major southern city—including Baltimore, Washington, D.C., Richmond, Raleigh, Charleston, Atlanta, Miami, Montgomery, New Orleans, Nashville, St. Louis, Tulsa, and Dallas—were encouraged or required to take the NTE" (p. 64). By the 1960's the NTE was required in the teacher certification process in a variety of eastern and southern states such as West Virginia, North Carolina, South Carolina, Georgia, and Florida (Torres et al., 2004).

Discriminatory practices and institutional racism can be seen in national teacher certification exam data. Test results can also historically be tracked back to the less than rigorous curriculum of ethnically diverse students and the K-12 assessment seen in standardized testing data.

Public Education for K-12 Students

The mission of public schools has always been to prepare our youth for adulthood and citizenship by readying them for productive participation as citizens in the labor force, as well as for successful marriages and parenthood (Pallas, 1993). However, as Herrington (1993) noted, our public schools have not been providing ethnically diverse students with the necessary skills and socialization for such transitions. Our public schools are plagued by what many past researchers have labeled as complications with desegregation such as: the tracking of ethnically diverse children in low ability classes (Goodlad, 1990; Oakes, 1990; Rist, 1978), disproportionate placement of ethnically diverse students in special education classes (Artiles & Trent, 1994; Dunn, 1968; Mercer, 1973), and harsher school disciplinary penalties for Blacks than whites (Irvine, 1990). These issues are not new, and have persisted for more than sixty years after Brown v. Board of Education (1954). Kirp (1983) estimated that public support for school desegregation had peaked in 1972. Rist (1978) and Brown (1979) examined school desegregation a decade after Crain (1969) and reached a similar finding that school desegregation in the U.S. was a politically managed process stacked in favor of white students. Subsequently, there have been a multitude of school desegregation policy and practices, which, like their predecessors, appeared racially neutral but were highly

political and discriminatory in practice (Goodlad, 1990; Oakes, 1990; Rist, 1978). Chief among those practices were standardized testing and assessment measures (Brown, 1994). Darling-Hammond (1994) maintained standardized educational assessments or the use of instruments for such a purpose was political and often used to the disadvantage of ethnically diverse students. These thoughts on standardized testing were supported by Ravitch (2010), who stated, "The problem with using tests to make important decisions about the people's lives is that standardized tests are not precise instruments" (p. 152). Even the best tests can vary in quality and be error prone due to a variety of different reasons.

Implications of Brown v. Board of Education, 1954

It is unknown what public education would be like for ethnically diverse students and teachers if Plessy vs. Ferguson (1896) and the *separate but equal* caste system had not governed our southern states. The Brown v. Board of Education decision is credited with causing serious damage to the Black community in terms of the losses of Black educators (Brown & Harris, 1989), reduced learning opportunities for Black children (Tatum, 1992), decreased Black community control over the socialization of Black children for productive adulthood, and diminished involvement of Black parents in the education of their children (Edwards, 1993). Dempsey and Noblit (1993) suggested that the Supreme Court and general public may have been naïve about the negative effects of Brown v. Board of Education on the Black community. However, African-American scholar DuBois anticipated the negative consequences of school desegregation long

before 1954. As DuBois (1973), an influential Black scholar of the 20th century pointed out in the 1930's:

> By the law of the land they [Blacks] should be admitted to the [white] public schools. If and when they are admitted to these schools, certain things will inevitably follow. Negro teachers will become rarer and in many cases will disappear. Negro children will be instructed in the public schools and taught under unpleasant if not discouraging circumstances. Even more largely than today they will fall out of school, cease to enter high school, and fewer will go to college. Negro history will be taught less or not at all…. To some folk this type of argument would lead to the conclusion that we ought to refuse to enter White schools…. I want, however, to emphasize that this is not only unnecessary, but impossible. We must accept equality or die. (p. 151)

According to Kluger (1975), African-Americans in Topeka, Kansas, had experienced school desegregation more than a decade prior to Brown v. the Board of Education, thus they were already aware of the negative impact it could have on society. After the city's junior high school was desegregated in 1941, eight of the nine Black junior high school teachers in Topeka were fired. The Black community in Topeka knew that Black teachers would lose their jobs, but equality for K-12 education, as they perceived it at the time, was seen as more important than the employment of Black teachers. Supporters of Brown in Topeka were threatened, insulted, fired from their jobs, and had crosses burned in their yards. Many Blacks anticipated the hardships of school desegregation, yet it was still viewed by the community as the best option for Black youth.

During attempts to desegregate public schools in the South, many Black students were bused to majority white schools to integrate schools throughout southern states in areas with large populations of Black students. Those Black teachers who remained employed experienced internal segregation within their schools and districts. These teachers were given the task of educating only Black students while their white colleagues taught only white students at so-called integrated school sites (Madkins, 2011; Torres et al., 2004). As time continued to move forward, the Brown v. the Board of Education decision carried a dual meaning for different communities. For the majority of Blacks, Brown v. the Board of Education represented a push for equality; for many whites, it represented a social irritation in their otherwise privileged lives (Brown, 1994).

Reasons Minorities do not Choose Educational Careers

Historically, family, church, community and education had been the fundamental building blocks of the Black community. Being college educated and returning to one's community to teach the youth was a cycle of ancestry for many families of color. By 1954, over 80,000 teachers of color were accountable for the education of more than 2 million Black children in our nation's public school systems (Hawkins, 1994) but by 1964, approximately half of the 80,000 Black educators nationwide were no longer employed in teaching professions (Hudson & Holmes, 1994). Desegregation caused a systematic loss of jobs for ethnically diverse educators (Abney 1974; Foster, 1997; Irving, 1988; Madkins, 2011; Morris, 1967). Issues related to racial discrimination; salary differences in employment opportunities; and institutionally biased standardized testing for teacher licensure, have all contributed to the current state of ethnically diverse

educators in schools, and fed into the myth that teaching is not a worthy profession. Another possible reason for the underrepresentation of ethnically diverse teachers has been directly linked to the lack of academic preparation in elementary and secondary schools for ethnically diverse students (Irvine, 1988). Lack of academic preparation has resulted in fewer students of color moving on to post-secondary education (Banks, 1995). In addition to the lack of ethnically diverse teacher preparation, a high number of under-qualified teachers and/or those teaching in emergency licensure situations are working with our most vulnerable children in low socioeconomic areas and urban schools (U.S. Department of Education, 1998). Because ethnically diverse students in low socioeconomic areas or low performing schools have a higher chance of being taught by under qualified teachers (Ingersoll, 1999; Madkins, 2011; Zeichner, 2003), they may be lacking in the basic academic skills needed to achieve success in higher education. This lack of basic academic skills, perpetuates the widening achievement gap between white students and students of color. Research by Darling-Hammond (2000) indicated that under-qualified teachers have been shown to be a statistically significant negative predictor of student achievement ($p < .05$).

As career and employment options available to all students but especially minorities have widened, a smaller number of ethnically diverse college students are interested in teaching as a career. The demand for capable and skilled people of color in other industries has contributed to a chronic shortage of ethnically diverse teachers (Claycomb & Hawkins, 2000; Madkins, 2011). Academically capable, ethnically diverse students entering college are interested in majors like business, medicine or engineering

because they may lead to more profitable paying jobs than the field of education has to offer. Not only do low wages and potential career opportunities impact reasons for not choosing teaching, the working conditions for those who choose teaching present barriers as well.

Working Conditions in Some Schools

Many students of color may have attended schools with poor working conditions for teachers, experienced a lack of physical educational resources, assumed low teacher salaries were normal, been placed in overcrowded classrooms, noticed a shortage of staff support, and may have personally experienced a general lack of respect for teachers by students. It is highly likely that unsupportive working conditions seen by students may have discouraged Black, ethnically diverse and white students alike from taking an interest in a teaching career (Darling–Hammond, 2000; Pittman & Ottinger, as cited in Fenwick, 2001). It is widely documented that those teaching in urban areas often have low standardized test scores, very few teacher resources, the lowest level of teacher control over curriculum and pedagogical decisions, the highest student dropout rates, and the highest number of discipline problems (Torres et al., 2004).

Financial considerations are an additional working condition factor. The low salaries associated with teaching affect student interest in teacher preparation programs and dissuades our most academically talented students of color from pursuing careers in teaching or educational administration. Teacher compensation packages are generally inferior to those of other careers such as lawyer, doctor and engineer and the salary grade gap continues to widen (Executive Summary, 2000). These high paying career paths

attract the brightest high school and college graduates. The average salary for public school teachers in 2011-2012 was approximately $56,600; this average salary is about 1 percent higher than it was in 1990-1991(National Center for Education Statistics, 2013a).

Support Systems for Post-Secondary Education

For all students, but especially for students of color, to choose teaching as a career, it is crucial to have cultural and social support built into their preparation programs and into their pre-service experiences. Fenwick (2001) stated plainly that communities without ethnically diverse teacher associations and/or other ethnically diverse teachers on staff would have a much harder time attracting new teachers of color to their community. He emphasized that newly licensed teachers coming directly from colleges and universities want to see other people that look like them on the teaching staff, they want to feel some sense of bonding with colleagues and peers of their own culture; this creates a sense of belonging. However today's global society also has an expectation and demand for new teachers who can assimilate into their environment and work with a variety of people and students from different cultures backgrounds. To address this need, embedding diversity experiences into the preparation curriculum has become a crucial element in preparing student teachers to go out into the workforce and successfully interact with and teach others. At the post-secondary level, the commitment to diversity begins with a strong vision, and a mission statement focused on promoting equity, addressing change, acceptance, and social justice as well as preparing students to live and work in an ever changing society (Dumas-Hines, Cochran, & Williams, 2001). Students of color need to see faculty and staff who look like them working on school and

university campuses and living in the community to develop a sense of belonging; and also need to see this for assurance that the schools and community are accepting of a global society with diverse perspectives.

In addition to cultural support, students often need additional support preparing for standardized and competency testing. Data from across the nation consistently provides evidence that ethnically diverse children regularly score lower than their white counterparts on state and national standardized tests. This is also mirrored in national standardized tests scores required for teacher preparation and licensure programs (Gitomer, Latham, & Ziomek, 1999). For those ethnically diverse students that may be interested in teaching as a career, the increasing difficulty of passing licensure tests has reduced the number of ethnically diverse candidates that may have been very successful teachers (Ingersoll & May, 2011b). Many critics of standardized texting have claimed that state and national licensure exams are unfair, biased and lack validity. Others have debated over having some sort of performance-based evaluation, which is more closely related to actual teaching, but there are very few that would consider lowering the standards for our nation's teachers. As cited in Torres et al., 2004, Kreitzer stated, "teacher tests, and the manner in which scores are being set, are differentiating among candidates far more strongly on the basis of race than they are on the basis of teacher quality" (p. 16). Since licensure tests remain culturally biased and continue to discriminate. Support to pass these tests, in the absence of removing them, is essential and examining additional supports in the teacher pipeline prior to these tests is critical to successful licensure.

The Teacher Pipeline

The teacher *pipeline* is a metaphor that represents the many different phases a teacher candidate must progress through before graduating, being recommended for licensure and being offered a teaching position (Torres, et al., 2004). Vegas, Murnane, and Willett (2001) identified four steps through which a person needs to progress prior to being certified as a teacher: (1) high school graduation, (2) admission to a college or university, (3) graduation from college or university, and (4) teacher licensure and entry into the teaching profession (p. 430). Mitchell, Scott, and Covrig (2000) documented that the projected loss of future ethnically diverse teacher candidates begins in the high schools. Vegas et al. (2001) observed that the ethnically diverse teacher shortage could not entirely be credited to fewer students of color choosing to enter the teaching profession. It can also be credited to losing students throughout the various stages of the pipeline who originally chose teaching as their career. During the many different stages of educational progression, various requirements for teacher candidates would often purge students who were lacking strong academic skills, despite their desire or ability to be successful in the classroom (Hanushek & Pace, 1995). Mitchell et al. (2000) discovered that the decline in the total number of ethnically diverse teachers could not be solely based on the social movements of the 1950's, 1960's and the Civil Rights Act of 1964. Partial blame can also be placed on the inability of ethnically diverse students to progress through challenges in the teacher pipeline.

Pipeline Challenges - Step One - K-12 Schooling

Challenges exist in how future educational careers are communicated to high school students. In a study by Ramirez (2009), high school students communicated their disappointment with careers related to teaching. They were disappointed in the lack of accurate information given to them by their teachers and school counselors. Many of the students in the study were not properly educated on the variety of career opportunities available to them within the educational field (e.g., vice principal, principal, dean of students, athletic director, reading specialist, English as a second language, special education, university professor). Most of the students in the study believed that the only teaching jobs in education were elementary and high school teachers. In addition to the lack of quality information at critical periods of the career decision process, many students of color were not fully prepared for the academic rigors associated with college general education courses when leaving or graduating from high school (Irving, 1988).

Gifford (1986) stated that the shortage of ethnically diverse teachers in the workforce emphasized the need for K-12 schools to create an educational learning environment that provided a quality education for future ethnically diverse teacher candidates in elementary and secondary schools. Gordon (1988) examined the policy proposals made by the Holmes Group Report, which concluded; “the lack of ethnically diverse teachers is not due to a lack of ability but to the fact that schools have failed to provide and demand what was needed for success” (p. 151).

Vegas et al. (2001) evaluated how student differences and academic achievement correlated to the persistence of high school students that desired a career in teaching.

They noted, “the problem is that too many students, especially African-American, Hispanic, and Native American students, reach 10th grade without strong academic skills” (p. 442). This is once again a significant factor, because low academic performance in 10th grade content, is a good predictor of high school student dropouts. The failure to complete high school takes additional students out of the pipeline. The researchers argued that encouraging student success academically and improving the quality of teaching that children receive in K-12 classrooms would narrow the achievement gap and increase graduation rates of ethnically diverse students.

The achievement gap found in education denotes the difference in academic achievement between different groups of students. The achievement gap between white students and students of color can be seen in high school and college grades, standardized-test scores, college course selection, K-12 and college dropout rates, and college-completion rates. Achievement gaps in education occur when one or more groups of students out perform another group and the difference in average scores for the groups is statistically significant (larger than the margin of error). Closing achievement gaps among different student populations became a national focal point after the No Child Left Behind Act of 2001 and schools and districts were required to disaggregate student test scores and other performance data by student characteristics to enable better comparisons between groups (Education Week, 2011).

The 2007 achievement gap between Black and white students on the National Assessment of Educational Progress (NCES, 2009) in the state of Minnesota and its border states of Iowa, Nebraska, North Dakota, South Dakota, and Wisconsin can be

found in Table 2.1. Overall, the national achievement gap in 2007 for 4th grade mathematics was 26 points and for 8th grade mathematics it was 31 points. The national achievement gap in 2007 for 4th grade reading was 27 points and for 8th grade reading it was 26 points.

Table 2.1

Black-White achievement score gap in reading and math for public school students in grades 4 and 8 by state (NCES 2009).

State	Achievement Gap 4th Grade Math	Achievement Gap 8th Grade Math	Achievement Gap 4th Grade Reading	Achievement Gap 8th Grade Reading
IA	21	31	22	22
MN	31	37	33	28
NE	33	51	36	28
ND	N/A	N/A	N/A	N/A
SD	24	N/A	N/A	N/A
WI	38	45	38	38

Note. N/A represents States whose Black population size was insufficient for comparison.

In step one of the pipeline, students need more accurate career information, more effective instruction to assure high school graduation, and a concerted effort to eliminate the achievement gap so that more students are prepared to enter college and possibly pursue a teaching career.

Pipeline Challenges - Step Two - Extra Support

As cited in Torres et al., (2004), Fenwick implied that students of color in teacher preparation programs needed additional academic and social support after being admitted to a college or university. Her suggestions included summer bridge programs and special student orientation programs that provide an in-depth overview of the teaching program

and what is expected of each student. Other suggestions included academic support to help students develop good study habits, provide individual mentoring, one-on-one advising and counseling sessions. Fenwick also suggested student support services such as peer-mentoring and social support events for students of color. Torres et al., (2004) made similar recommendations for supporting ethnically diverse students, suggesting that teacher preparation programs:

- conduct individual, diagnostic student assessment to assist faculty in choosing appropriate courses as well as in determining the amount and types of services needed;
- offer tutoring services to help students understand course content as well as help them with homework;
- provide academic advising that is concentrated and personalized;
- provide study and test taking skills through a class or through study sessions, with follow-up; and
- monitor academic progress on a continual basis to ensure a positive experience both academically and socially. (p. 47)

Additional challenges associated with success are related to financial stability. To pursue a college degree many ethnically diverse students will need more financial support than their non-ethnically diverse peers. Students may face an assortment of financial obstacles of different kinds. Some feel obligated to send money home to help support their families, while others have never had the financial experience or responsibility

needed to manage the money presented to them on financial aid disbursement day (Misra & McMahon, 2006). The majority of scholarships available to students enrolled in colleges and universities are academic scholarships. Academic scholarships traditionally have gone to those earning high GPA's or those scoring high on standardized college entrance exams, which results in eliminating many of the ethnically diverse and/or poor students who are in greater need of these scholarships (Torres et al., 2004). Financial assistance could include, but not be limited to stipends to pay for books, housing, transportation and living expenses. Scholarships, grants and/or loan forgiveness are also other financial means of assistance and support for students.

Pipeline Challenges - Step Three - Retention

There are many challenges associated with recruitment, retention and graduation of ethnically diverse students from teacher preparation programs. Many predominantly white colleges and universities in the Midwest have struggled with recruiting, retaining and/or promoting diversity in their student population. Diversity is defined broadly and for most colleges and universities diversity efforts focus on socioeconomic differences and the awareness and appreciation of differences among and between students (Judkins & LaHurd, 1999). Throughout the years the workforce demographics in the United States have changed over time and employers are searching for qualified college graduates that mirror that diversity (Gilroy, 2003). Unfortunately, many students of color dropping out of college are not completing the course work required to graduate. The problem for many PWI's is not only how to recruit students of color, but also how to retain and support them.

The fact that many students of color are first-generation college students, makes it that much harder for colleges and universities to retain them past their first year. A study done by the U.S. Department of Education in 1988 found that first-generation college students: are often required to take low level English and mathematics courses to prepare them for college level general education courses; have trouble deciding on a major or career; and have greater academic challenges; than students whose parents had some sort of college experience (Schuman, 2005). More than 25 years later many students of color are still not academically prepared and need to take remedial courses upon arrival at their college or university. Information cited in the 2011-12 National Postsecondary Student Aid Study indicates that the number of students that take a remedial course ranges from approximately 23 to 40 percent at both two and four year institutions (NCES, 2012). Approximately thirty-five percent of public high school graduates entering Minnesota's public colleges and universities were required to take one or more developmental courses (Minnesota Measures Report, 2007). Nine out of 10 students who need substantial remediation when they enter their postsecondary work never complete college (Complete College America, 2014). These students tend to stop out or drop out after the first full year of postsecondary experience.

Social infrastructure. Another contributing factor to student retention and graduation is the social infrastructure on a campus. The social infrastructure should be supporting the institution's vision and goals for diversity. Misra and McMahon (2006) listed seven challenges associated with student diversity on college or university

campuses that influence retention.

1. Managing campus housing for students from diverse backgrounds can and often does create challenges for housing advisors and administrators. When the campus or area communities have elements that do not share the campus diversity goals, the outcome can lead to hate crimes.
2. With relatively small numbers of ethnically diverse students on campuses, everyone knows everyone's personal business. The mistakes that students make as they mature tend to become known by everyone and are rarely forgotten.
3. Students who prefer to date their own race or other minorities have a difficult time in a school that lacks diversity.
4. Students may face financial obstacles of different kinds, with some of them sending their financial aid money to relatives.
5. Old survival skills that may have worked well in the neighborhoods where some students grew up are not appropriate in higher education settings.
6. There is a general lack of role models for the students.
7. Many of the students encounter a lot of internal noise and they are always wondering if their skin color is a factor in what people say and do. (p. 41)

A large proportion of disadvantaged students as well as students of color entering college have very unique characteristics and challenging personal situations. Many of these students are first-generation college students, from lower socioeconomic groups that tend

to have greater financial issues or have not been adequately prepared for the rigors and responsibilities of the college or university (Shuman, 2005). Even after many of these challenges have been effectively managed many students of color are still faced with the questions and concerns related to student belonging and transitional issues (Misra & McMahon, 2006).

Sense of belonging and transition. It is the duty of colleges and universities to assist in creating and nurturing a sense of belonging in students that make the commitment to attend. Students need to be given time to adjust to their new environment and the social cultural of the campus. Students who feel isolated in their new surroundings are likely to have a higher drop out rate than those who feel connected and engaged with what is going on around them. The feeling of belonging can be nurtured by a variety of different activities that provide academic support and social development for students of color (Meeuwisse, Severiens, & Born, 2010). When students feel like they belong to a college or university, they want to stay, be part of the community and actively participate in the educational process (Hoffman et al., 2002; Shuman, 2005). There has been in-depth research done on the importance of social and academic integration of students at colleges and universities (Freeman, Anderman, & Jensen, 2007).

Tinto's (1975) model and theory on student retention is significant in understanding student belonging. Tinto implied that educational institutions are made up of both academic and social structures and that there is a difference between social and academic assimilation into a campus community. To Tinto, academic integration is understood to be successful academic performance and student development and maturity

during the college years. Social development refers to informal relationships and connections to peers, involvement in extracurricular and campus activities and relationship building interactions with faculty and staff within the college or university.

Research has shown that when students are academically successful and feel like they fit in socially, they tend to feel connected to their university and the community, which can lead to better retention rates (Hoffman et al., 2002). An important facet of student assimilation into university culture is collaborative learning. Fullilove and Triesman (1990) carried out research on collaborative learning methods and achievement among African American undergraduates in the 1990's at the University of California, Berkeley. The study revealed that students starting in remedial college math, English, and sciences classes were able to successfully earn A's and B's in these general education courses. Cooperative learning environments allowed students to work together as a team on projects and assignments, so the whole group contributed to the learning and earning of grades. This method allowed for real world collaboration teaching students how to work more effectively when the stakes were higher. These small group collaborations and work group assignments can lead to a greater feeling of academic accomplishment and a greater sense of belonging to the college or university community.

Students of color entering college have to adjust to multiple life transitions occurring at the same time. The biggest of those transitions is often just being admitted to and attending college but it also includes moving to a college campus and living with an unknown roommate. Other transitions include but are not limited to the academic transition from high school to college, navigating social networks and new friendships,

adjusting to greater independence and new added responsibilities in their lives. Although many students make the transition from high school to college with no challenges, there are a large number of ethnically diverse students that experience emotional instability and some form of depression (Gall, Evans, & Bellerose, 2000; Wintre &Yaffe, 2000). The National Center for Educational Statistics (2009, 2010) reports that approximately one third of students entering college drop out before earning a degree, and most do so during their first year (Bradburn & Carroll, 2000; Pittman & Richmond, 2008). Two additional factors that contribute to student transitions during their first year are a sense of belonging to the college or university community (Hoffman, Richmond, Morrow, & Salomone, 2002) and the friendships they have formed through relationship building (Fass & Tubman, 2002). Some researchers have implied that the degree of belonging (i.e., university attachment) a student feels towards their university and campus community can be linked to the feeling of social acceptance to their new environment (Tao, Dong, Pratt, Hunsberger, & Prancer, 2000), lower anxiety leading to depressing thoughts, increases in intrinsic scholastic motivation, and reduction of drop out rates (Beyers & Goossen, 2002).

Relationship building, a sense of belonging, school affiliation and supportive faculty and staff, all contribute to the overall perception of belonging to a university community (Anderman & Freeman, 2004; Osterman, 2000). Concurring with the belongingness hypothesis of Baumeister and Leary (1995), student connections to families, mentors and affirming interactions with peers are important to the adjustment of students. Students who feel isolated from their peers, instructors and mentors are more

likely to experience additional stress and emotional anguish related to college and university life. Additional essential factors that create a feeling of belonging include: (1) a sense of loyalty to the college or university, (2) individual commitment to work and live on or near campus, and (3) the knowledge that one's abilities and personal presence are recognized by others as being important to the community (Hagborg, 1994; Smerdon, 2002). For college students the feeling of belonging is more than just social relationships with individuals on the campus. It is a more comprehensive sense of fitting into a family and feeling connected to a larger university community.

Enrollment Retention and Graduation Rates

In academic literature multiple theoretical perspectives have summarized a variety of different key factors that can be related to postsecondary student success. A variety of different researchers have conducted evidence-based research and formulated theories focused on academic and social acceptance (Tinto, 1975), organizational perceptions (Bean, 1983), psychological assessments (Bean & Eaton, 2000), cultural relevance (Gonzalez, 2000), and economic stability (Braxton, 2003).

Tinto's (1975) model of student integration theorized that academic and social assimilation of students with peers, university faculty and staff, along with maintaining appropriate learning environments, and engaging socially in school activities, increases student commitment to their college communities, thereby reducing the likelihood of students dropping out. Students who are comfortable in their environment and have a sense of belonging academically and socially have a higher chance of completing their degree. Harper and Quaye (2009) have investigated the significance of student belonging

by discussing the importance of student involvement with on campus activities. The relationships that students cultivate with their peers, professors, and their institutions nurture feelings of belonging. These relationships provide students with a sense of connectedness to others, creates an affiliation with a community or group, and builds a sense of personal belonging, while simultaneously offering a multitude of opportunities for personal and professional learning, growth and development (e.g., academic support services, tutors, and peer study groups). When solid foundational anchors such as these are in place, students have more opportunities to achieve success in their academic programs. Callahan (2009) implied that developing quality relationships with peers has the power to shape the whole college experience and encourage or discourage the pursuit of academic success at an institution. Chung and Harrison (2015) described three barriers students of color often face during their pursuit of academic excellence while on the path to teacher certification: the feeling of isolation during daily interactions with their white peers, bad academic advising and strict certification requirements.

The primary function and responsibility of colleges and universities, regardless of their institutional vision and mission, is to enroll, retain and graduate students in a variety of different majors. Students have an increased chance of graduation in four to six years if they return to the same institution for their second year as full-time student (Minnesota Office of Higher Education, 2007). Most students who do not graduate withdraw from their college or university between their first and second year of attendance.

Recruitment is an indication of college readiness and retention is an indicator of student success and the ability of institutions to consistently recruit and admit a diverse

student population that buy into the institutional vision and mission. And while student of color enrollments are rising in higher education, the trend is not the same for students of color in TEPs (Chung & Harrison, 2015).

Although there is a wide variety of literature addressing the issues of recruitment, retention and the college completion rates of students of color, there is limited research that focuses on recruitment and retention of ethnically diverse students specific to teacher education programs (TEPs) (Chung & Harrison, 2015). Although many students of color desire to become teachers, they continue to have challenges on the path to teacher certification. Cynthia Dillard (1994) questioned the idea that supply and demand drives the notion that TEPs can create programs that will effectively increase the enrollment numbers of students of color. She stated that:

> Entrance into teaching for students of color, their success in the field, and their contributions as teachers are more than the simple economic, sometimes racist supply and demand concepts characterizing recent discussions of teachers of color recruitment. Rather, inclusion of people of color within education must have at its core the recognition of the multiple ways in which we participate, see and are in the world. (p. 9)

Effective Recruitment and Retention Strategies

Noel-Levitz, a well-known leader in higher education consulting, works with institutions to assist them with meeting their goals for ethnically diverse enrollment management and student success. For over 40 years, Noel-Levitz has been working with institutions of higher education to address their enrollment challenges and attain their

enrollment goals. The Noel Levitz Higher Education Benchmark Report Series regularly surveys institutions about their current enrollment practices, data on prospective and current students, and other key areas. Noel-Levitz Recruitment Benchmark Poll Reports for Higher Education date back to 2007. Historical reports can be retrieved by visiting the Noel-Levitz website (www.noellevitz.com/BenchmarkReports). In spring of 2013 as part of the firm continuing series of benchmark polls for higher education Noel-Levitz conducted web-based polls as part of its continuing series of benchmark polls for higher education. The poll results are included in the Noel-Levitz 2013 Report on Undergraduate Trends in Enrollment Management and include some comparative findings from parallel Noel-Levitz studies conducted in 2007, 2009 and 2011.

The Noel-Levitz Report (2013) identified the ten most effective strategies and tactics for recruitment and retention used by institution type. Some of these effective recruitment strategies were: campus visits, recruiting web pages, online applications and email and cell phone communications. Some of the practices and strategies for effective student retention and college completion were: academic support programs and services, and programs designed for first-year students and honors programs. For a complete list of the Noel-Levitz most effective strategies and tactics, see Appendixes A, B and C.

Summary of Literature Review

Our nation's schools are becoming more diverse every day. It is estimated that by 2020 our ethnically diverse K-12 student population will be over 50%. With the increase in the cultural diversity in our K-12 classrooms there is a greater need for the positive presence of qualified and prepared ethnically diverse educators.

Prior to the desegregation of our nation's K-12 educational system many southern states operated under Jim Crow Laws and maintained separate school systems for Black and white children. Desegregation of public schools led to the decline in production of ethnically diverse teachers and educators. It also contributed to the instability and decline in quality of the ethnically diverse student education received in predominantly white schools. According to research examined in this literature review, additional reasons for declines in ethnically diverse educators have included: the inability of minorities to pass standardized state teaching licensure exams, negative K-12 school experiences, higher paying career options for academically qualified minorities, working conditions and lack of prestige as a career option.

Racial disparities in teacher salaries between white and Black teachers demonstrated the prevalence of substantial wage discrimination in the teaching field. The Supreme Court decision of Brown v. Board of Education of Topeka, Kansas declared that racial discrimination in public education was unconstitutional. The ruling led the charge for desegregation in our nation's public K-12 schools. During the process, thousands of ethnically diverse educators lost their jobs. The loss of jobs and positive role models for students of color is a contributing factor to our nation's educational achievement gap.

For many ethnically diverse students the transition from high school to college is an enormous barrier to overcome. Due to a lack of academic preparation approximately one third of ethnically diverse first year college students will drop out of college prior to obtaining a degree, and the majority of them will do so during their first year. Because students attending low performing schools are less likely to be taught by skilled teachers,

they may not be exposed to the basic academic skills needed to achieve success in higher education. Once students transition from high school and feel they belong at the college or university, it is easier for them to perform academically. When students enjoy their educational surroundings they want to actively participate in their learning and the educational process.

The teacher pipeline is a metaphor for the process of moving from high school, to post-secondary education, to graduation and then into the field of teaching. The recruitment, retention, and education of ethnically diverse teacher candidates requires colleges and universities to be creative in developing, designing, and adjusting their academic strategies to meet the needs of this unique group of students. Many ethnically diverse students will not be academically prepared for the rigors associated with teacher preparation programs. A large majority of ethnically diverse students will need additional support systems to prepare them for social and academic success as teacher candidates. Due to the relatively low salaries associated with teaching, a majority of academically talented students capable of success in the field will pursue other careers that can offer larger economic gains.

Colleges and universities with successful recruitment strategies and practices for all students may have effective recruitment and retention strategies for students of color. Recruitment, retention and graduation of ethnically diverse students into the field of education continues to pose a unique challenge. The use of effective recruitment and retention strategies for ethnically diverse students increases the chances of ethnically diverse students entering the teacher pipeline.

Chapter III

Methodology

Research Objective

The purpose of this study was to analyze effective recruitment and retention strategies at predominantly white, small-to-midsize colleges and universities in the Midwest. This chapter represents the research methods that were used to conduct this study. The research design and process for collection and analysis of data will be discussed below.

Research Design

Content analysis. According to Krippendorf (1980), content analysis dates back to the 17th century. It has been used over time to analyze a multitude of different types of content such as: religious symbolism in songs, newsprint, World War II propaganda, advertisements, and political speeches. It is one of the fastest growing analysis methods used in mass communications and with the exponential growth of the World Wide Web, content analysis is being utilized to address the new technological phenomena. Content analysis is an established communications and social science methodology focused on detailed, systematic, objective and methodical analysis of data supplemented with an interpretation of a specific body of material.

The majority of literature surrounding content analysis has been concentrated on manifest content (things that can be physically seen and/or measured). When searching the literature, latent content (things that cannot be seen and/or directly measured), the alternative to manifest content must be considered (Neuendorf, 2002). Content analysis

can be used to identify themes, patterns, meanings and biases within a particular data set. Krippendorff (1980) defined content analysis as a "research technique for making replicable and valid inferences from data to their content" (p. 21).

The purpose of applying the method of content analysis to collected student recruitment and retention data was to observe how manifest variables (obvious) affect latent (underlying) variables influencing student recruitment and retention at predominantly white, small-to-midsize colleges and universities in the Midwest. Content analysis is a method that can be used to interpret data that has already been collected (secondary data) and is different than primary data that is generated by surveys and/or questionnaires (Neuendorf, 2002). Most research involves imposing a structure on the data collection process (i.e., a survey or structured interview) whereas content analysis deals with data only after it has been generated. A website is generated by the provider before a research process is devised, therefore content analysis "preserves the conceptions of the data's sources, which structured methods largely ignore" (Krippendorff, 1980, p. 41). This research study was designed to examine manifest content, latent content and historical data, gathered through existing web-based data triangulated with phone interviews based upon adaptations used to create my ANLR instrument for observing effective recruitment and retention practices.

Data Collection

Sample selection. Thirty colleges and universities were selected for my research analysis, all of which had TEPs that were accredited by CAEP (see Table 3.1 for a list of campuses). All of the colleges and universities were geographically located in the

Midwestern United States in Iowa, Minnesota, Nebraska, North Dakota, South Dakota, and Wisconsin. I limited my research to theses colleges and universities due to their geographical location in proximity to the center of the United States and their similarity in student population demographics. Nine of the selected colleges and universities were four-year private intuitions. Twenty-one of the colleges and universities were four-year public institutions.

CAEP. CAEP is a non-profit, national accrediting body for colleges and universities authorized by the U.S. Department of Education and founded in 1954. The U.S. Department of Education recognizes CAEP as a professional accrediting body for colleges and universities that prepare teachers and other professional personnel for work in elementary and secondary schools. CAEP has the authority to determine which colleges; universities and departments of education meet rigorous national standards in preparing teachers and other school specialists for classroom instruction.

Through the process of professional accreditation of colleges and universities CAEP has worked to support and foster excellence in the quality of teaching and teacher preparation. The CAEP accreditation process has established demanding standards for teacher education programs, holds accredited institutions accountable for achieving these standards, and encourages unaccredited schools to demonstrate the quality of their programs by working for and attaining professional accreditation through CAEP.

In the CAEP performance-based accreditation system, colleges and universities must provide evidence of competent teacher candidate performance. The performance-based system of accreditation fosters competent classroom teachers and educators who

work to improve the education of all P-12 students. CAEP accredited colleges of education are expected to ensure that teacher candidates know their content matter, subject area and how to teach them effectively.

Data collected from the CAEP website was used to identify the colleges and universities selected for analysis in this research. There were a multitude of colleges and universities in the Midwest with teacher preparation program accredited by various governing bodies. There were also a variety of additional CAEP accredited institutions that were accredited for either initial or advance teacher preparation programs. All colleges and universities selected for this study were accredited by CAEP for both initial and advanced teacher licensure preparation programs. Using data obtained in 2013 from the NCATE webpage (http://ncate.org/tabid/176/Default.aspx), I identified thirty colleges and universities accredited by their organization. I used 2013 documentation to distinguish between ITP and ADV teacher preparation programs offered at colleges and universities. ITP was defined by CAEP as teacher preparation programs at the baccalaureate or post-baccalaureate levels that prepare teacher candidates for initial teacher licensure. These programs also included four-year baccalaureate, post-baccalaureate, and master's programs leading to licensure.

ADV was defined by CAEP as advanced programs offered at the post-baccalaureate level to already licensed teachers continuing their education by adding to their current licensures and also includes currently licensed teachers preparing to work in roles other than teaching (e.g., school administrator, reading specialist, media specialist, school psychology and counseling). Advanced programs can also be associated with

certificate programs, non-degree licensure programs or lead to masters, specialist, or doctoral degrees.

Colleges and universities. Each of the colleges and universities chosen for this study were listed under their specific state heading. A short description was provided that includes the name of the college or university, the year it was founded and its location. Each college or university was identified as a two or four year institution, whether it was public or private and the approximate student population. See Table 3.1 for a listing of all colleges or universities included in the sample.

Nebraska. Chadron State College is a four-year public college in Chadron, Nebraska. It was founded in 1911 and has an enrollment of approximately 3000 students (see http://www.csc.edu).

Creighton University is a four-year private university in Omaha Nebraska. It was founded in 1878 and has an enrollment of approximately 7700 students (see http://www.creighton.edu).

Peru State College is a public four-year liberal arts college located in Peru, Nebraska. It was founded in 1867 and has an enrollment of approximately 2500 students (see http://www.peru.edu).

The University of Nebraska at Kearney is a four-year public university located in Kearney Nebraska. It was founded in 1905 and has a student enrollment of approximately 7000 students (see http://www.unk.edu).

The University of Nebraska Omaha is a four-year public university located in Omaha, Nebraska. It was founded in 1908 and has a student enrollment of approximately 14,700 students (see http://www.unomaha.edu).

Wayne State College is a four-year public college located in Wayne, Nebraska. It was founded in 1910 and has a student enrollment of approximately 3500 students (see http://www.wsc.edu).

North Dakota. Minot State University is a four-year public university in Minot, North Dakota. It was founded in 1913 and has a student enrollment of approximately 3500 students (see http://www.minotstateu.edu).

North Dakota State University of Agriculture and Applied Sciences is a four-year public university located in Fargo, North Dakota. It was founded in 1890 and has a student enrollment of approximately 14,400 students (see http://www.ndsu.edu).

The University of North Dakota is a four-year public university located in Grand Forks, North Dakota. Established by the Dakota Territorial Assembly in 1883 and has a student enrollment of approximately 12,000 students (see http://und.edu).

Minnesota. Concordia University is a private four-year Christian liberal arts university located in Saint Paul, Minnesota. It was founded in 1893 and has a student enrollment of approximately 2800 students (see http://www.csp.edu).

Hamline University is a private four-year liberal arts college in Saint Paul, Minnesota. It was founded in 1854 and has a student enrollment of approximately 5000 students (see http://www.hamline.edu).

Minnesota State University, Mankato is a public four-year university located in Mankato, Minnesota. It was founded in 1868 and has a student enrollment of approximately 15,000 students (see http://www.mnsu.edu).

Minnesota State University, Moorhead is a four-year, public university located in Moorhead, Minnesota. It was founded in 1888 and has a student enrollment of approximately 7500 students (see http://www.mnstate.edu).

The University of Minnesota, Duluth is a four-year public university located in Duluth, Minnesota. It was founded in 1895 and has a student enrollment of approximately 11,500 students (see http://www.d.umn.edu).

The University of St. Thomas is a private four-year, Catholic, liberal arts, and Archdiocesan University located in St. Paul and Minneapolis, Minnesota. It was founded in 1885 and has a student enrollment of approximately 10,200 students (see http://www.stthomas.edu).

Winona State University is a four-year public university in Winona, Minnesota. It was founded in 1858 and has a student enrollment of approximately 9000 students (see http://www.winona.edu).

South Dakota. Black Hills State University is a four-year public university located in Spearfish, South Dakota. It was founded in 1883 and has a student enrollment of approximately 4500 students (see http://www.bhsu.edu).

Dakota State University is a four-year public university located in Madison, South Dakota. It was founded in 1881 and has a student enrollment of approximately 3100 students (see http://www.dsu.edu).

Northern State University is a four-year public university located in Aberdeen, South Dakota. It was founded in 1901 and has a student enrollment of approximately 3600 students (see http://www.northern.edu).

South Dakota State University is a four-year public university located in Brookings, South Dakota. It was founded in 1881 and has a student enrollment of approximately 12,500 students (see http://www.sdstate.edu).

The University of South Dakota is a four-year public university located in Vermillion, South Dakota. It was founded in 1862 and has a student enrollment of approximately 10,200 students (see http://www.usd.edu).

Wisconsin. Alverno College is a private four-year Roman Catholic, liberal arts college, located in Milwaukee, Wisconsin. It was founded in 1887 and has a student enrollment of approximately 2600 students (see http://www.alverno.edu).

Cardinal Stritch University is a private four-year Roman Catholic university located in Milwaukee, Wisconsin. It was chartered in 1937 and has a student enrollment of approximately 4600 students (see http://www.stritch.edu).

Edgewood College is a private four-year Dominican Catholic liberal arts college in Madison, Wisconsin. It was founded in 1927 and has a student enrollment of approximately 2600 students (see http://www.edgewood.edu).

Marian University is a private four-year Roman Catholic liberal arts university located in Fond du Lac, Wisconsin. It was founded in 1936 and has a student enrollment of approximately 2900 students (see http://www.marianuniversity.edu).

Marquette University is a private four-year, Jesuit, Roman Catholic University located in Milwaukee, Wisconsin. It was founded in 1881 and has a student enrollment of approximately 11,800 students (see http://www.marquette.edu).

The University of Wisconsin–Whitewater is a four-year public university located in Whitewater, Wisconsin. It was founded in 1868 and has a student enrollment of approximately 11,800 students (see http://www.uww.edu).

The University of Wisconsin-Platteville is a four-year public university located in Platteville, Wisconsin. It was founded in 1866 has a student enrollment of approximately 8600 students (see http://www3.uwplatt.edu).

The University of Wisconsin–Stout is a four-year public university located in Menomonie, Wisconsin. It was founded in 1891 and has a student enrollment of approximately 8300 students (see https://www.uwstout.edu).

Viterbo University is a private four-year Roman Catholic liberal arts university located in La Crosse, Wisconsin. It was founded in 1890 and has a student enrollment of approximately 3100 students (see http://www3.viterbo.edu).

Table 3.1

Selected Sample Colleges & Universities

Iowa (0)	No CAEP accredited colleges or universities with a student population between 2,000-15,000	
Nebraska (6)	Chadron State College	Public
	Creighton University	Private
	Peru State College	Public
	University of Nebraska at Kearney	Public
	University of Nebraska at Omaha	Public
	Wayne State College	Public
North Dakota (3)	Minot State University	Public
	North Dakota State University	Public
	University of North Dakota	Public
Minnesota (7)	Concordia University	Private
	Hamline University	Private
	Minnesota State University, Mankato	Public
	Minnesota State University, Moorhead	Public
	University of Minnesota, Duluth	Public
	University of Saint Thomas	Private
	Winona State University	Public
South Dakota (5)	Black Hills State University	Public
	Dakota State University	Public
	Northern State University	Public
	South Dakota State University	Public
	University of South Dakota	Public
Wisconsin (9)	Alverno College	Private
	Cardinal Stritch University	Private
	Edgewood College	Private
	Marian University	Private
	Marquette University	Public
	University of Wisconsin – Platteville	Public
	University of Wisconsin – Stout	Public
	University of Wisconsin – Whitewater	Public
	Viterbo University	Private

Note. Colleges and Universities accredited by CAEP in the Midwest with a student population between 2,000-15,000. Identified as four-year public or private institutions.

Instrument development. Noel-Levitz is a consulting company that has been working with institutions of higher education for over 40 years to address student enrollment management issues and concerns. In spring of 2013 Noel-Levitz conducted a series of web-based polls as part of the firm's continuing series of benchmark polls for higher education. The complete poll results can be found in the 2013 Noel-Levitz Report on Undergraduate Trends in Enrollment Management. In this study I used the results of two separate Noel-Levitz polls. Noel-Levitz has conducted validity and reliability verification testing on the surveys and polls it administers. In reference to its report on 2013 Marketing and Recruitment Practices (Noel-Levitz, 2013a) that was used as the main basis for the data collection instrument in this study, unique confidence intervals were calculated for each of the report's main findings. Noel-Levitz asserted that analysis of these individual confidence levels confirmed that all of the report's findings were "judged to be statistically significant" (n.p.).

Noel-Levitz reports. The first poll I used was from a Noel-Levitz report titled "2013 Marketing and Student Recruitment Practices Benchmark Report for Four-Year and Two-Year Institutions". The report was created using a 93-item web-based poll, conducted between March 12 and March 29, 2013. There were 263 colleges and universities that replied to the 2013 Noel-Levitz poll focused on marketing and student recruitment practices. The poll was emailed to admissions and enrollment officials at accredited, degree-granting colleges and universities. Replies were received from 43 two-year public institutions, 82 four-year public institutions, and 138 four-year private institutions.

Of the 263 colleges and universities that participated in the Noel-Levitz study, four of them were colleges or universities included in my sample selection. Those colleges were Cardinal Stritch University (WI), Concordia College (MN), Minot State University (ND) and the University of Wisconsin (WI).

The second poll I utilized was from a Noel-Levitz report titled "2013 Student Retention and College Completion Practices Report for Four-Year and Two-Year Institutions". The report was created using an 87-item web-based poll conducted between April 23 and May 10, 2013. There were 397 colleges and universities that replied to the 2013 Noel-Levitz poll focused on student retention and college completion practices. The poll was emailed to college and university officials at accredited, degree-granting colleges and universities. Replies were received from 80 four-year public institutions, 118 two-year public institutions, and 199 four-year private institutions. Of the 397 colleges and universities that participated in the Noel-Levitz study, three of them were colleges or universities included in my sample selection. Those colleges were Concordia College (MN), Edgewood College (WI) and the University of North Dakota Main Campus (ND).

To self-identify their most and least effective practices, as well as least-used practices, for student recruitment and retention, college and university respondents were asked to rate each practice on the following scale: "Very effective", "Somewhat effective", "Minimally effective" and "Method not used". The fourth response, "method not used," was not used to rank prevalence, but allowed for emerging, less-frequently-used practices to be included in the ranking. The fourth choice allowed those practices

that are rated very effective but which were not being used by the majority of institutions to be included in the top ten most effective strategies and tactics.

Adapted Noel-Levitz Rubric. I created my data collection instrument, the Adapted Noel-Levitz Rubric (here after referred to as the ANLR) by utilizing information found in the 2013 Noel-Levitz Reports on Undergraduate Trends in Enrollment Management. The rubric focuses on observable indicators. Any indicators that could not be verified through review of institutional webpages or by admissions offices were removed from the rubric. Specifically, data from the "2013 Marketing and Student Recruitment Practices Benchmark Report for Four-Year and Two-Year Institutions" and the "2013 Student Retention and College Completion Practices Report for Four-Year and Two-Year Institutions" were used. The reports documented the 5 most effective modes of communication for recruitment and the 10 most effective marketing, recruitment, retention and college completion practices by institution type. Using the data collected by Noel-Levitz for four-year private and four-year public institutions, I was able to cross reference the most effective marketing, recruitment, retention and college completion practices that were used by both four-year private and four-year public institutions.

Using the "2013 Marketing and Student Recruitment Practices Benchmark Report for Four-Year and Two-Year Institutions" data I was able to determine that 7 of the top 10 most effective recruitment practices were utilized by both four-year private and four-year public institutions (see Table 3.2). I only used six of the practices in the development of my survey instrument because I could not accurately verify the seventh, which was: Campus visit events designed for school counselors. From the same report I

also determined the 5 most effective modes of recruitment communication practices being utilized by both four-year private and four-year public institutions. I only used 4 of the practices because I could not accurately verify the fifth, which was: website optimized for mobile browsers. Using the "2013 Student Retention and College Completion Practices Report for Four-Year and Two-Year Institutions" I was able to determine that 7 of the 10 most effective retention and student support practices were utilized by both four-year private and four-year public institutions.

Table 3.2

Most effective student retention and college completion practices collected from selected sample college and university websites and/or admissions offices.

Recruitment Practices
Campus Open House Events or Special Preview Days
Weekday visits for high school students and/or groups
Weekend visits for high school students and/or groups
Using enrolled students in recruitment and marketing
Encouraging prospective students to apply on the admissions website
Encouraging prospective students to schedule campus visits on the admission website
Recruitment Communication Practices
Email communications
General publications/mailings
Recruiting page(s) on Web site
Personal phone calls or text messages to cell phones
Retention & Student Support Practices
Tutoring
Academic support programs or services
Programs designed specifically for first-year students
Mandatory advising by professional staff, one-on-one
Honors programs for academically advanced students
Program designed specifically for students who are at risk academically
Offers students practical work experiences in their intended major to apply their learning

Note. Information in this table represents practices, strategies and tactics rated "very effective among strategies that were measured for their usage and effectiveness.

Procedures. Data was collected from thirty colleges and universities by researching websites and making phone calls to admissions offices in 2014 and 2015. Gathering information required collecting public information and data from sample colleges and universities that offered initial and advanced teacher licensure programs. Data was organized into the ANLR using an Excel spreadsheet.

Content data collected from colleges and universities included general information from webpages, university documents, promotional materials, and general admissions information. General information collected from websites included university descriptions, type of university, total student enrollment, and narrative and historical information. Specific information collected from websites and/or admissions offices can be found in Table 3.2.

Narrative and/or historical data collected was used to strengthen and enhance information related to effective recruitment and retention strategies used by the college or university. Additional supplemental data was collected from select college and university professionals to verify information related to teacher preparation programs, and any additional support programs implemented to promote recruitment and retention of diverse teacher candidates.

Data Analysis

Manifest content. Initially, I analyzed *manifest content* (Fraenkel & Wallen, 2006; Neuendorf, 2002; Krippendorff, 1980) data. Through thorough inspection of college and university website information, I was able to categorize elements of effective recruitment, communication and retention practices used by the different colleges and

universities in my sample. These categories included the name of each institution, location, student population, recruitment practices, communications practices related to recruitment, student retention, student support and college completion practices, along with some additional narrative and historical information.

Narrative and historical data. For colleges and universities that had programs specifically designed to recruit and graduate students of color in teacher preparation programs, I was able to connect directly with program officials to document their program information. I examined their narrative and historical data for a more in-depth and detailed explanations of program design and student support structures focused on students of color. The information collected from established student of color recruitment and retention programs was used to substantiate collected manifest data. Using secondary data I was able to establish various effective recruitment, retention and college completion strategies and practices utilized by the thirty colleges and universities profiled in this study.

Latent content. In the final phase, I analyzed *latent content* (Fraenkel & Wallen, 2006; Neuendorf, 2002; Krippendorff, 1980) data. In this study latent content analysis, refers to my interpretation and understanding of what the data collected represented. It required me to make assessments and draw conclusions as to the meaning of the data I gathered. I was able to merge and connect gathered data by combining collected manifest, latent, and narrative information together through the integration of data analysis. This allowed me to understand my data in a way that identified relationships, facilitated comparisons, and allowed for interpretations (Clark & Creswell, 2011).

Integration of data occurred through a process of connecting effective recruitment practices, retention strategies and program support structures to admissions narrative and historical data. I identified six recruitment practices, four recruitment communication practices and seven retention strategies using the instrument (ANLR) I adapted from the 2013 Noel-Levitz Reports on Undergraduate Trends in Enrollment Management.

The best way for colleges to successfully reach student enrollment goals, retain students through college completion and attain success for students is by keeping current on effective strategies and practices successfully used to attract students. By utilizing the ANLR, I identified which colleges and universities in my study were using "effective strategies or practices" associated with student recruitment, retention and college completion rates. These "effective strategies or practices" were arranged into three categories: recruitment strategies, recruitment communication practices, and retention and student support practices and will be described in detail in the next chapter.

Case studies. In conducting content analysis, three programs were discovered that were specifically focused on recruiting and retaining students of color. These three programs were analyzed using a case study method. There are various ways to utilize case study research, which is neither qualitative nor quantitative. Bromley (1990) described it as a "systematic inquiry into an event or set of related events which aims to describe and explain the phenomenon of interest" (p. 302). In this study, three cases were developed from the specific programs that combined website content and personal discussions with the program directors.

Chapter IV

Findings

The purpose of this analytical study was to analyze general recruitment and retention strategies used at a selection of small to midsized predominantly white colleges and universities located in the Midwest, to identify effective strategies which might address present and future needs for diverse teaching candidates. From a comprehensive review of the college and university webpages, literature, publications program descriptions, national data bases and a modified rubric using Noel-Levitz data, identification of effective recruitment and retention strategies in select Midwest colleges and universities were identified. The results of the analysis are reported, and effective strategies for recruitment and retention in predominantly white universities are discussed.

Recruitment

K-12 academic preparation and achievement of all students but particularly students of color is a major factor in determining access to postsecondary institutions, persistence, degree completion and career development. All colleges and universities have student recruitment strategies because educating students is a business. All businesses have a strategic plan for success. How can we identify basic college and university recruitment strategies and their usefulness using only information made available to the general public?

Using the ANLR I searched each college or university website to identify if the strategies identified as most effective by Noel-Levitz (2013) were being utilized by the institutions. This process was very tedious and time consuming. At times the process was

so difficult that I had to call the college or university to ask if the institution was utilizing these practices. Each website has there own unique design and flow to how information is searched and displayed. Some sites were very easy to navigate and locate information and others were very difficult.

For many students, searching and selecting the right college is a difficult process that leads to one of the first real life changing events over which young adults have some control over. Every student's choice concerning which college or university to attend is preceded by informal and formal information gathering and processing, that may start two or three years before selecting and enrolling at a college or university. Prior to selecting a college or university, a variety of people interact with prospective students in many different ways, shaping their thoughts, and influencing their choices. Regardless of what recruitment and retention strategies are used, parents or guardians generally play the biggest role in the college selection process for students heading to college right after high school. In addition to parents or guardians, other family members, friends, school counselors, college personnel, and mentors, may also have significant influence in the selection of a college or university.

What are high school students looking for when they search for a college or university? High school students are searching for information about different majors, general cost of attendance, geographical location, and size. Students begin to ask questions and search for answers to those questions on college and university webpages. This is the start of the recruitment communication process for both the student and the institution.

To my surprise all thirty colleges and universities in my study are actively engaged in using many of the highly effective recruitment and retention strategies identified by my ANLR (Appendix K). All thirty of the colleges and universities in this study effectively utilized their webpages as a recruitment tool to inform prospective students about their campus and answer questions. Using the college and university webpages students are able to request general information, publications and mailings. They are also encouraged to give the institution their personal information to receive future recruitment information via mail, email, personal phone calls or text messages.

Communications

Using the ANLR, I was able to identify four communication practices that all thirty colleges and universities implement as part of their strategic recruitment planning. These practices are: (1) Email; (2) Mailings and publications; (3) Recruitment webpage; (4) Personal phone calls and/or text messages. The overall summary of recruitment communication practices used by colleges and universities in my study can be found in Table 4.1.

All of the colleges and universities utilized each of the recruitment communication practices identified by Noel-Levitz. The summary of the top five most effective strategies and tactics used by public or private institution can be found in Appendix A. The complete list of 12 modes of communication for private and public institutions can be found in appendix G and H. The communication practices utilized by the colleges and universities give students and/or parents the ability to search websites

and locate information to schedule a visit to a campus or speak with a college representative.

All of thirty colleges and universities have varying student populations, but are considered to be small to midsized in their student populations. Thirteen of the institutions have student enrollments of less than 5000 students. Seven institutions have a student enrollment between 5000 and 10,000 and ten institutions have a student enrollment between 10,000 and 15,000 students. All of the colleges and universities are widely spread throughout the Midwest yet they are all engaged in effective communication practices with potential students.

Table 4.1

Summary of communication practices utilized by colleges and universities in this study.

Communication Practices	Colleges & Universities Utilizing Practices	Percentage
Email communications	30	100%
General publications/mailings	30	100%
Recruiting page(s) on website	30	100%
Personal phone calls or text messages to cell phones	30	100%

Admissions

Using the ANLR, I was able to identify two key admissions practices that all thirty colleges and universities implement as part of their strategic recruitment planning. These practices are: (1) Apply electronically through admissions webpage; and (2) Schedule campus visits through admissions webpage. Table 4.2 shows that every

university and/or college in this study utilizes their admissions webpage to encourage students to apply to their institution and/or schedule a campus visit. The submission of an application is the biggest indicator that a prospective student is interested in enrollment at the college or university. The most important and effective recruitment practice being used is the electronic application. Application is the first step in the admission process.

Table 4.2

Summary of Admissions practices utilized by colleges and universities in this study.

Admissions Practices	Colleges & Universities Utilizing Practices	Percentage
Encouraging prospective students to schedule campus visits on the admission website	30	100%
Encouraging prospective students to apply on the admissions website	30	100%

Student Engagement

Using the ANLR, I was able to identify four key student engagement practices that many of the thirty colleges and universities implement as part of their strategic recruitment planning. These practices are: (1) Open house or special preview days; (2) Weekday visits; (3) Weekend visits; and (4) Using current students to assist in recruiting students while on their visit to the college or university. Table 4.3 shows the number and percentage of colleges and universities in this study that utilize some form of student interaction and engagement when prospective students visit their campus.

The information summary indicated that the majority of colleges and universities utilized many of the recruitment practices identified by Noel-Levitz. The complete summary of results can be found in Appendix I and J. Regardless of which state the

college or university is located in, if it is private or public, large or small all of the thirty colleges and universities in this study were utilizing the four communication practices and the two admissions practices identified in the ANLR to be effective recruitment practices.

All colleges and universities provided scheduled high school group visits and campus tours during the general academic week. All colleges and universities encourage prospective students to schedule their individual or family campus visits through their college or university webpages. Once on campus, colleges and universities allow prospective students to actively engage with currently enrolled students as a marketing tool. Enrolled students either volunteer or are hired to be tour guides and to work with students during admissions events. These students are able to talk with prospective students and answer their questions about the college or university.

In this study only one of the thirty colleges and universities did not offer open house or special preview days events. The college is located in Nebraska and has what is considered to be a small student body of less than 5000 students. One thing that stood out and was noticeable about student engagement was that 20% of colleges and universities did not offer scheduled weekend visits. Four of the six colleges and universities that did not offer official weekend visits were located in Nebraska and two were located in South Dakota. There were six total colleges and universities in this study located in Nebraska and four of them (66%) did not offer official weekend visits. Two of the six colleges and universities that did not offer official weekend visits were located in South Dakota. There were five total colleges and universities in this study located in South Dakota and two of

them (40%) did not offer official weekend visits. All six colleges and universities were public institutions. Four of the six colleges and universities have a student body of less than 5,000 students. One has a student body of 5,000-10,000 students and the other has a student body of 10,000-15,000.

Table 4.3

Summary of student engagement practices utilized by colleges and universities in this study.

Student Engagement	Colleges & Universities Utilizing Practices	Percentage
Campus Open House Events Special Preview Days	29	96.7%
Weekend visits for high school students	24	80%
Weekday visits for high school students and or groups	30	100%
Using enrolled students as recruitment and marketing tools	30	100%

Retention and Student Support

Using my ANLR there are seven retention and student support practices that both two and four year institutions implement as part of their strategic planning. These practices are: (1) Tutoring; (2) Academic support programs and services; (3) First year programming; (4) Mandatory academic advising; (5) Honors programming; (6) Programs for academically at risk students; and (7) Internships and practical work experiences. I have separated the retention practices into three student support practices and four student programs. The summaries can be found in Tables 4.4 and 4.5.

Student Support Practices

The collected data shows that all thirty colleges and universities offer tutoring services and some form of practical work experiences in the student's intended major or field of study. The collected data indicated that only 60% of the colleges and universities in this research utilized mandatory advising by professional staff for their students. The complete summary of results for student support services and student programs can be found in Appendix E and F.

In this study twelve (40%) of the thirty colleges and universities did not offer mandatory advising by professional staff. The colleges and universities that do not offer mandatory advising are located in Minnesota, Nebraska, North Dakota and South Dakota. Three colleges and universities are located in Minnesota; four are located in Nebraska; three in North Dakota and two in South Dakota. The three Minnesota colleges and universities had student enrollments of less than 5,000, between 5,000-10,000 and also 10,000-15,000. The four Nebraska colleges and universities had three institutions with student enrollments of less than 5,000 and one institution had a student enrollment of 10,000-15,000. The three North Dakota colleges and universities had one institution with a student enrollment of less than 5,000 and two with a student enrollment of 10,000-15,000. The two South Dakota colleges and universities had one institution with a student enrollment of less than 5,000 and one with a student enrollment of 10,000-15,000. Only one of the twelve colleges that did not offer mandatory advising was a private institution and that institution was located in Minnesota.

Table 4.4

Summary of student support practices utilized by the 30 colleges and universities in this study.

Student Support	Colleges & Universities Utilizing Practices	Percentage
Tutoring	30	100%
Mandatory advising by professional staff, one-on-one	18	60%
Offers students practical work experiences in their intended major to apply their learning	30	100%

Student Programs

In this study all 30 colleges and universities offered some form of student programing designed to provide specific groups of students with the tools and strategies needed for academic success (appendix K). In this study three (10%) of the thirty colleges and universities did not offer programs specifically designed for first years students or I was unable to verify that the college or university did offer programs specifically designed for first years students. The colleges and universities that did not offer programs specifically designed for first year students were located in Minnesota, South Dakota and Wisconsin. The colleges and universities in South Dakota and Wisconsin both had student enrollments of less than 5,000, and the university in Minnesota had a student enrollment between 5,000-10,000. Two of the colleges and universities were public and the third was private. The private university was located in Wisconsin and the public universities were located in Minnesota and South Dakota.

In this study three (10%) of the thirty colleges and universities did not offer an Honors program. The colleges and universities that did not offer an Honors program were located in Nebraska and Wisconsin and all three had student enrollments of less than 5000. Two of the colleges and universities were private and the third was public. The two private universities were located in Wisconsin and the public university was located in Nebraska.

In this study three (10%) of the thirty colleges and universities did not offer programs specifically designed for at risk students or I was unable to verify that the college or university offered programs specifically designed for at risk students. The colleges and universities were located in Minnesota and South Dakota. Two of the colleges and universities were public and the third was private. The two institutions located in South Dakota were both public with one having a student enrollment of less than 5,000 and the other an enrollment of 5,000-10,000. The other institution was a private institution located in Minnesota with a student enrollment of 5,000-10,000.

Table 4.5

Summary of student support programing utilized by the 30 colleges and universities in this study.

Student Programs	Colleges & Universities Utilizing Practices	Percentage
Academic support programs or services	30	100%
Programs designed specifically for first-year students	27	90%
Honors programs for academically advanced students	27	90%
Program designed specifically for students who are at risk academically	27	90%

Three of the effective retention and student support practices identified by the ANLR are utilized by 100% of the colleges and universities in the study. The three retention and student support practices utilized by all of the colleges and universities are tutoring, academic support programs & services and practical work experiences and internships focused on intended majors. Twenty-seven of the colleges and universities in my study offer an honors program. Twenty-seven of the colleges and universities also offer programs specifically designed for first year students and student that are at risk academically. Eighteen of the thirty colleges and universities require mandatory one-on-one advising with professional staff.

Programs Designed to Promote Teachers of Color

During my research I discovered that three of the thirty colleges and university in my study had created and implemented programs specifically designed to support and assist students of color from the beginning of their teacher education program through to graduation and licensure. Each program was unique in their design and program delivery, but every one of them had the same goals for their students, which were graduation, licensure and placement as a classroom teacher. Two of the three colleges and universities were located in Minnesota and the third was located in Wisconsin. Below is a brief description of each unique program along with their significant features.

Concordia University

Concordia University located in St. Paul, Minnesota, created and implemented a program called the Southeast Asian Teacher (SEAT) program. The program offers two different pathways to licensure. The first is an accelerated bachelor's degree program

leading to initial licensure. This program is for students who are working towards earning a bachelor's degree in teacher education. The second is a post-baccalaureate program leading to initial licensure for those who have already earned a bachelor's degree. "The goal of the SEAT program is to prepare Minnesota public school employees from underrepresented populations to meet the state requirements for teacher licensure" (Concordia University, 2015). The program is uniquely but not specifically designed for culturally diverse individuals employed in Minnesota school districts as paraprofessionals or teaching assistants who have decided to pursue a teaching license.

With funds appropriated from the Minnesota State Legislature the SEAT program was started in 1998 to promote teacher preparation of under-represented populations, with an emphasis on Southeast Asians (Concordia University, 2015). The program is a collaborative partnership between the state of Minnesota and Concordia University. The initiative was prompted by the lack of licensed Southeast Asian educators in Minnesota schools. The program's focus is to train and license community members from populations that are under-represented as lead teachers in Minnesota classrooms. The program provides each student with the tools, resources and skills needed to be academically and professionally successful.

Using a modified cohort model the SEAT program allows students to take late afternoon and evening courses allowing them to remain fulltime employees in their school districts as paraprofessionals or teaching assistants. The program provides each student with one-on-one academic and personal advising, tutoring, technical assistance, books, laptops, cultural and financial support (Concordia University, 2015). Each student

gets personalized assistance preparing for state licensure tests and additional professional support after graduation during their transition from paraprofessional or teaching assistant, to lead teacher. SEAT also works with the school districts to recruit, place and hire program graduates in district schools as lead classroom teachers.

The program invests time and resources in each student's future, by working to amplify individual potential and cultivate teaching skills. By stimulating intellectual growth and promoting personal talents the program helps students establish a Circle of Support from program entrance to graduation and throughout their first year of teaching. From day one students begin to build their Circle of Support. The Circle of Support is a mentoring structure embedded in the SEAT program that is a resource for new teachers in their first year of teaching and beyond. It uses a unique method of networking with professional staff and mentors met throughout the educational journey of the student. As new graduates become new teachers, master teachers in their Circle of Support and their individual school settings continually mentor them and assist them in moving toward tenure (Concordia University, 2015). In addition to the professional peer mentoring the university continues to offer additional professional development, trainings and university mentoring to complete the Circle of Support for each individual student.

University of Wisconsin, Whitewater

Minority Teacher Preparation Program. The University of Wisconsin-Whitewater located in Whitewater, Wisconsin, created and implemented a program called the Minority Teacher Preparation Program (MTP). The program was started over 20 years ago and was originally housed in the College of Business (M. Sawyer-Clardy,

personal communication, September 18, 2015). The College of Education took over program operations in 2014. The MTP program focuses on providing services to students from a variety of different cultural backgrounds such as Asian, African American, Hispanic, and American Indian. The student support program is an opportunity students of color can take advantage of at any point during their teacher preparation program. "MTP is a specialized support program and a cooperative effort between the College of Education & Professional Studies and campus academic support programs, focusing on preparing multicultural students for the changing field of education" (University of Wisconsin-Whitewater, 2015). The mission of the MTP program is to increase enrollment, retention and graduation rates of undergraduate students of color majoring in education and other academic disciplines experiencing teacher shortages (M. Sawyer-Clardy, personal communication, September 18, 2015).

The MTP program increases minority student awareness of the career opportunities available to them in the field of education. The program increases the active participation of enrolled students in activities that lead to improved academic performance. These activities include one-on-one academic advising, student seminars on educational topics and issues, field trips to public and private elementary and secondary schools, employment and internship opportunities, attending student conferences, career and financial counseling and a lending library containing study guides for licensure testing and career orientated publications.

Minority students who take full advantage of the program and actively participate benefit from the academic and personal support embedded in the program. Some of those

benefits include but are not limited to networking and exchanging thoughts and ideas with successful minority educators. Students also have the opportunity to interact and develop supportive relationships with their peers and mentors in a variety of educational majors, participate in discussion and dialogue on current issues, and gain insight into the work related expectations of teaching in a K-12 setting (University of Wisconsin-Whitewater, 2015).

Future Teacher Program. A separate student support program created and implemented at the University of Wisconsin-Whitewater to compliment the MTP program is the Future Teacher Program (FTP). The FTP program was funded and started with a grant in 2009. The program was officially launched in 2010 as a recruitment and retention program designed to enhance student learning and engagement while providing students with the opportunity for practical application of the knowledge they acquired in their teacher preparation courses. The program's mission is "to increase the retention and graduation rates of diverse students and students seeking licensure in science, technology, engineering and mathematics (STEM) education" (University of Wisconsin-Whitewater, 2015). In a conversation with the director of both the MTP and the FTP program she stated that, "The program provides students with the additional knowledge, skills, aptitudes, and resources needed to become effective teachers, and advocates for the teaching profession at local, state, and national levels" (M. Sawyer-Clardy, personal communication, September 18, 2015).

The delivery mechanism for the FTP program is through participation in a student organization. The Future Teacher Student Organization (FTSO) is designed to increase

the retention and graduation rates of all its participants but primarily minority students majoring in high needs educational programs. The participants are from a variety of ethnic backgrounds and all are working towards initial licensure in science and math education, special education, English as a second language, speech pathology, library media or are males focused on early childhood education. Students receive individualized academic and professional support from the beginning of their freshman year through graduation and licensure.

FTSO is dedicated to helping future teachers make a difference in the lives of future generations, local and global communities through on-going professional development and participation in innovative and applicable learning experiences both in the classroom and in the community. Students have the opportunity to attend a summer institute; live in a learning community, volunteer in local classrooms, participate in service learning projects and undergraduate research. They also are enrolled in classes to prepare them for state licensure testing, assisted with employment and internships while in school and encouraged to study abroad to enhance their global awareness (University of Wisconsin-Whitewater, 2015).

Minnesota State University, Mankato

In 2008 the College of Education at Minnesota State University, Mankato located in Mankato, Minnesota, created by a special education graduate and implemented as a student support program for students of color called the Teachers of Achievement. In 2009, the College of Education (COE) invested in a cooperative partnership with the Archibald Bush Foundation and fourteen other university-based teacher preparation

programs across Minnesota, South Dakota and North Dakota. Each of the partnership programs were awarded six million dollar grants to execute a comprehensive transformation of their teacher preparation programs that incorporated multidimensional improvement plans.

In 2010 the Teachers of Achievement program evolved into the Teachers of Tomorrow (ToT) program. The ToT program supports students from traditionally underrepresented groups to complete general education requirements and apply for admission into their choice of teacher licensure programs. The mission of the COE is "to prepare professionals who embrace big ideas and real-world thinking to ensure student success" (College of Education, 2015). The ToT mission is to “foster and maintain an interest in the teaching profession for students of color as they progress through general education requirements while working to enhance academic success, social independence, encourage and assist with the completion of state licensure and professional education requirements” (Teachers of Tomorrow, 2015) .The program also emphasizes and refines dispositions and professional character development. Students have a variety of opportunities to engage with master teachers, professional mentors and faculty throughout the program.

The ToT vision is “to prepare and engage teachers of tomorrow in relevant and innovative opportunities that integrate collaborative and effective practices that produce real-world professionals” (R. Burnett, personal communication, September 5, 2015). This vision falls right in line with the mission of the college. The intent of the program is to prepare and engage students from underrepresented groups in relevant, innovative,

personal, and professional opportunities that integrate collaborative and effective real-world practices to produce tomorrow's diverse teaching professionals. "The program is designed to meet the individual needs of students as future educators. It not only prepares students for a successful career in teaching but also provides them with the resources that will place them in a position to effect change in the lives of children, families and communities" (Teachers of Tomorrow, 2015).

The Maverick Teacher Recruitment Coordinator stated "The ToT program serves as a catalyst for minority student recruitment and retention. It is also a total wrap around support system academically and socially, assisting students with the navigation of college life while maintaining high academic and moral standards" (R. Burnett, personal communication, September 5, 2015). The program utilizes weekly meetings focused on graduation or licensure requirements, current educational issues and teaching strategies to scaffold student learning. Weekly dinners with peers, professional staff, faculty and guest speakers are used to build networking skills and improve professional communication styles in comfortable environments. Students receive one-on-one mentoring, participate in one-on-one and group academic advising sessions and are provided access to academic support services such as tutoring and study tables. "Throughout the program students, faculty and staff demonstrate their belief in the power of education through the fulfillment of the College of Education's mission – to prepare professionals who embrace big ideas and real-world thinking to ensure student success" (Teachers of Tomorrow, 2015).

In addition, the program assists students with building social capital networks through weekly group meetings and community engagement projects with local K-12 communities. ToT also offers scholarships and priority registration for its students. The ToT coordinator stated, "The program affords emotional support that focuses on building a sense of belonging ... and provides a safe haven for participants to speak their truths about their personal and higher education experiences at a PWI" (R. Burnett, personal communication, September 5, 2015).

Summary

These three programs are unique and specifically designed to support and assist students of color from the beginning of their teacher education program through to graduation and licensure. Each program is distinctively different in how they prepare their teacher candidates for success, but each pipeline is intended to eventually lead to the production of a well-trained, academically prepared and emotionally ready, licensed teacher of color.

In Chapter V, I will provide my interpretation (i.e., latent analysis) of my quantitative and case study findings on effective recruitment and retention strategies for all student populations, students of color and students of color interested in teaching as a profession. Using the three case descriptions, I will summarize what is similar between the programs and then generalize what I believe to be best practices in the creation of similar programs.

Chapter V

Discussion

Today's demand for teachers who can work with all types of children from different cultures, ethnic groups and backgrounds is overwhelming. Preparing young teachers to be successful in the field of teaching starts in the college classroom and is built on the foundation of the curriculum and field experiences that make up the journey of each individual student. A commitment to diversity begins with colleges and universities promoting justice and equity, while preparing students for a diverse work place environment. All students at the K-12 level and at the college level need to see teachers and faculty who look like them working in schools and living in the community.

The purpose of this study was to analyze effective recruitment and retention strategies used by predominantly white colleges and institutions located in the Midwestern United States. By researching college and university webpages, literature, publications, and program descriptions, I wanted to identify how colleges and universities were able to or attempting to effectively target and recruit students. My second level of observation was identifying what programs colleges and universities had in place to help effectively retain students. My third observation was how students of color were being recruited, retained and supported through the pipeline into teacher preparation programs from the small pool of diverse students being accepted into the college or university.

The findings for this study have implications for both K-12 educational leaders and officials invested in higher education. This chapter contains conclusions of the results of this study, followed by implications for practice that include my thoughts on the

research process, recommendations for future research, and culminates with my personal thoughts about the importance of recruiting, retaining, and supporting teacher candidates of color.

Conclusions of Results

Communication Practices

This section addresses the strategies colleges and universities believe to be effective modes of communication with prospective college students. Using the Noel-Levitz (2013) report on undergraduate trends in enrollment management I created a subset of data from the original poll of 53 usage and effectiveness tactics for four-year public and private colleges and institutions. Of the twelve event items relating to communication practices I was able to identify four practices that were consistently used and considered effective by both public and private colleges and universities. Those four practices are email communications, general publications (print material), website recruitment (admissions page) and personal phone calls or text messages.

Email communications. Exchanging emails with potential students was the number one method of communication being used and rated very or somewhat effective (93.4% private, 93.9% public) by colleges and universities at both private and public institutions. Institutions indicated the use of email as a communication method at a rate of 99.3% at private institutions and 100% at public institutions respectively. Email is probably one of the most commonly preferred ways to communicate with students because institutions can distribute information to large numbers of students quickly and all at one time if needed. Email enhances efficiency because it gives the receiver the

opportunity to respond quickly. It allows for the quick request of additional information that can be attached in the form of a hyperlink to a website or attachment in the form of Word documents, PDF's or images.

Email allows both the sender and the receiver to have an electronic record of the communication utilizing the time and date the email was sent or received. The ability to record sent emails allows colleges and universities to track demographic information on students engaging with the electronic marketing. It allows potential students to save and store emails for later review of the content and information provided by the institutions in various email communications. The continuous flow of relevant information between colleges and potential students makes email communications more efficient and productive on both ends of the communication.

Using email as a marketing tool allows colleges and universities to efficiently and effectively spread information about their institutions to large numbers of potential students very cost effectively. Email is one of the cheapest methods of communication currently available. The overhead cost of maintaining email servers for communication across the many different providers is relatively low in comparison to the cost of printing and mailing general publications such as fliers and informational brochures.

General publications. Printed materials such as flyers and informational brochures with colleges and university facts and statistics are essential for recruitment. General publications such as these were the second most popular method of communication with potential students being used and rated very or somewhat effective (89.7% private, 96.3% public) by both private and public institutions. Institutions

indicated a use of general publication by 100% of private institutions and 98.8% of public institutions respectively. Most importantly is to have formats of accessible communications for all people. If all communications were electronic a large majority of information seekers would be missed. To reach all audiences, colleges and universities need to make effective use of alternative communication formats such as printed materials. Using a combination of electronic and printed materials to communicate with potential students seems to be a highly effective communication strategy at both four-year private and public institutions.

There is a multitude of research that supports that holding and touching printed material increases retention of the material being read. What types of materials should be printed and in what quantity if the same information is available on the college or university webpage? Providing potential students with information about the college or university before they visit or communicate with a representative of the institution opens up the inquiry pathways for students. Providing potential students with this information may leave a lasting impression on them with more than just the personal interactions, but also with the images, statistics and facts found in the printed material given to them. The general publications should mirror the information available electronically but be delivered in an attractive, educational, informative, enlightening, and accurate presentation of the message the program or institution is trying to convey to the reader. The objective of the college or university is to have the prospective student keep, utilize and/or share the information available to them via the printed materials. General publications are used to support the message of the college or university and steer

potential students to the website to gather more information and connect with the college or university.

Website recruitment. Marketing and recruitment through website was the third most popular method of communication being used and rated very or somewhat effective (86.0% private, 85.0% public) by both private and public institutions. All colleges and universities in this study had a college or university website. Many indicated that they have a specific webpage on their website dedicated to the recruitment of potential new students. Data from the respondents indicates that 100% of private institutions and 97.6% of public institutions respectively have webpages dedicated to recruitment on their websites. Of the twelve event items relating to communication practices, website optimization for mobile browsers would have been among the top five usage and effectiveness modes of communication but I was unable to identify its use. I could not confirm if websites had been optimized for mobile browsers by visiting the webpage or by calling the college or university. Because I could not verify website optimization at the colleges and universities in my study, I removed that mode of communication from my ANLR.

In today's world electronic marketing is a necessary tool for colleges and universities when it comes to attracting and recruiting potential new students. The first contact a student may have with a college or university may be via the website. Having a well designed and easy to navigate website is important. If potential students can't find the information they are looking for they may stop researching and move on to the next prospective school on their list. Many colleges and universities have information

technology and institutional research departments that can break down the analytical data of web traffic on a website. By identifying how many people are visiting and viewing different webpages on the institution's website the marketing and recruitment team can develop strategies to improve specific recruitment efforts focused on the needs of the audience viewing the pages.

Phone calls and text messaging. The fourth most popular method of communication between potential students and colleges and universities being used at both private and public institutions is personal cell phone calls and text messaging. I combined personal cell phone calls and text messaging in my ANLR because many students indicated in the Noel-Levitz e-recruitment poll that they would prefer text messages from colleges rather than personal cell phone calls. The majority of colleges and universities are not quite engaged in text messaging potential students due to the additional fees that may be incurred at the current stage of technology advancements. Data indicated that 89.1% of private institutions made personal cell phone calls to students and 76.5% of public institutions respectively. Respondents rated personal cell phone calls as very or somewhat effective 85.2% of the time at private institutions, and 96.3% of the time at public institutions. Data indicated the use of text messaging by 47.4% of private institutions and 31.7% of public institutions respectively. Colleges and universities rated texting messaging as very or somewhat effective 63.1% of the time at private institutions, and 65.4% of the time at public institutions.

Personal communications with students via cell phone, whether it is a personal call to their cell phone or a text message indicates that the student was interested in the

college or university and motivated enough to give the institution their personal cell phone number for communication purposes. I do think that institutions need to be aware of the fact that when high school students are sharing this information with them that the school day is an inappropriate time to make personal calls to students. Texting a student does not require them to answer the phone or listen to a voice mail, be it an actual person or an automated system. Texts can be personalized and brief, allowing students to respond if available or letting them know new information is available and waiting for them and where it can be found.

Summarizing thoughts. I believe that email no matter how outdated it gets will be around for a long, long time, because it is an official means of communication between colleges and students. Email is used to communicate and distribute important college and university notifications such as financial aid information and university wide student communications. Printed materials that provide pictures, statistics and facts about the college and university are vital support materials representing the institutions vision and mission while being utilized in the recruitment of new students. General publication materials can be requested via the webpage, picked up during a campus visit or at a college fair or recruitment event. These materials encourage students to seek out a college or university representative to ask general questions about the campus life or specific career interests and major pathways. The institution's webpage and printed materials work hand in hand representing the personality of the college or university they were created to promote. I think a personal call to prospective students has its place if monitored for time appropriateness but feel that text messaging would be a better method

of communication for the next generation of high school graduates and potential college students.

Recruitment Practices

This section will address what recruitment practices colleges and universities use and believe to be effective recruitment strategies for perspective college students. Using the Noel-Levitz (2013) report on undergraduate trends in enrollment management I selected a subset of data from the original poll of 53 usage and effectiveness tactics for four-year public and private colleges and institutions. Of the ten event items relating to marketing and recruitment practices I identified six practices that were used and considered very or somewhat effective by both public and private colleges and universities. Initially, campus visits solely for high school counselors were included in my ANLR as a seventh practice. However, I had to remove this practice from the rubric because I could not verify if campuses and universities offered such visits on their websites. When placing calls directly to admissions offices, many of the representatives with who I spoke were unable to give me a definitive answer of yes or no; most were unsure. Many college and university representatives implied that counselors were probably included in the high school student group visits.

Therefore, the six practices analyzed through the ANLR were: campus open houses and special preview days, weekday visits for prospective students or groups, weekend visits for prospective students or groups, enrolled student interactions, electronic admissions application and encouraging students to schedule a campus visit through the admissions webpage. I determined that campus open houses, special preview

days, weekend and weekday visits for prospective students or groups could all be considered under a campus visit. I will therefore discuss them collectively, followed by enrolled student interactions, and electronic admissions processes.

Campus visits. Visiting a campus during open house or special preview days are recruitment practices being used and rated very or somewhat effective (99.3% private, 93.5% public) by colleges and universities at both private and public institutions. A regular campus visit was rated very or somewhat effective (92.6% private, 96.3% public). Data indicated that 98.5% of private institutions and 95.1% of public institutions respectively used special campus visits as a recruitment tool. Private colleges and universities indicated that 95.6% of them are using regular weekday campus visits and of the public colleges and universities 98.8% use campus visits as a recruitment tool. A few respondents indicated that they also offered campus visits on weekends. Weekend visits to colleges and universities were being used and rated as very or somewhat effective (78.4% private, 87.5% public) by both private and public institutions. Data indicated that 75% of private colleges and universities and 69.1% of public institutions identified themselves as using weekend campus visits as a recruitment tool.

Enrolled student interactions. One of the best recruitment tools available to colleges and universities are their currently enrolled students. When a prospective student sees other students who look like them it allows them to picture themselves in the same situation. The enrolled students are able to answer questions about the institution and college life. Current students begin to connect with prospective students and may begin to feel like they can fit in and belong to the college community. Using students to interact

with prospective students either in person or through electronic media is a vital element in the recruitment process. Using enrolled students in the recruitment and marketing of the college or university ranked as one of the top ten practices used at both public and private colleges and universities. Current students are often the last voice prospective students remember from a college visit. Current students often voice the mission and bring it to life for prospective students and their parents. The actual college students more than any other aspect of the campus visit may leave the biggest impression on a prospective student.

Electronic admission processes. Monitoring and utilizing data collected from college and university admissions webpages are the most reliable and predictable recruitment tools for colleges and universities. Institutions are able to quickly pull statistical data from the admissions webpage concerning requests for campus visits and application to the university. Scheduling a campus visit and applying to the university through the admissions webpage were ranked among the top ten recruitment practices utilized at both public and private colleges and universities. By funneling students through the admissions webpage, colleges and universities are able to build a student profile from the personal information students willingly give to institutions. The information gathered contains personal data such as name, address, birthdate and phone number. The application process may also ask for career or major interests, national test scores, writing samples about life experience and for personal references supporting the students' efforts to become part of the educational community.

Retention and Student Support Practices

Student recruitment means nothing if students do not persist and remain at the college or university through graduation. Just recruiting students is not enough. All colleges and universities must have student support programs in place that are effectively engaging students in their own academic and social success. Using the Noel-Levitz (2013) report on undergraduate trends in enrollment management I pulled a subset of data from the original poll of 53 usage and effectiveness tactics for four-year public and private colleges and institutions focused on retention and student support practices. I identified seven retention and student support practices that were used among the top ten most effectively used practices at both public and private colleges and institutions. Those seven practices were: tutoring, academic support programing, programs specifically designed to support first year students, mandatory academic advising, honors program, programs designed for academically at risk students and offering field experiences and internship opportunities in desired majors.

Tutoring and academic support program. An academic support program is a general description of services that encompass all types of similar, different and unique programs that college and university campuses have to offer students. Tutoring services are fairly straightforward services and generally offered by multiple entities on campus. Tutoring is a general service required for the high traffic general education courses and is the number one academic support service offered on campuses. Most, if not all higher education institutions have a designated department devoted to providing core subject academic support service to students.

Programs for first-year students. The majority of colleges and universities in my study had programs designed to support first-year college students. These programs could be a variety of different support programs such as first-year experience classes or early warning programs that monitor midterm grades and student academic progress. The early warning program could also fit well under programs designed for academically at risk students at any stage in their college career. Many of the programs that support at risk students are available to all students but mandatory for all students considered at risk by college and university standards. These additional services may include such things as time management, study skills and a variety of other seminars created to assist student with academic and social adjustments needed for persistence and retention.

Mandatory advising. The one retention and student support program that I think could have the biggest impact on student success is academic advising. Just about half of the colleges and universities in my study (60%) required mandatory academic advising for students with professional staff. Some institutions don't even allow students to select their own classes and their students are not allowed to register each semester until they have met with an advisor. I think all universities should have mandatory advising for first and second year students. Students tend to be overwhelmed with all of the different choices and decisions about what classes to take and when. Assisting students with the scheduling and completion of the majority of their general education requirements and the exploration of a few major classes reduces the stress having to make academic decisions and gives students one to two years to get academically and socially adjusted to the campus and their selected major.

Honors. Honors programs are designed to challenge intrinsically motivated students by providing them with opportunities to enhance and customize their own personal educational experience. Honors students develop the ability to solve problems, and the courage to engage in difficult discussions. They will cultivate the desire to research new ideas, seek knowledge and to explore new heights in educational disciplines. Many honors programs provide a variety of co-curricular activities to enrich the classroom experience and foundational leadership classes to develop leaders and enrich the student's academic journey. Students are given the opportunity to work with mentors in their field of study, and get involved in a variety of community events and activities on and off campus.

Field and internship experiences. By the time students are reaching the end of their undergraduate academic journey they should have had the opportunity to experience on the job training with field experiences and/or internships in their chosen career fields. These experiences allow students to feel confident in their knowledge and skills acquired throughout their academic journey. It also allows students to network with professionals in their field and explore job possibilities.

Programs for at-risk students. I think colleges and universities should have specific staff devoted to the retention of students. This program would oversee the coordination of campus retention efforts and have retention coordinators focused on the recruitment and retention of specific student populations who are at risk, and their growth within the academic community. A foundational orientation and registration program for first-year and transfer students may be a way to assist with student integration into the

academic and social campus community. High quality orientation and registration programs that include supplementary instruction for new students that lasts anywhere from 3-7 days would allow for students to have an intense introduction to the next chapter in their academic lives. This along with personal academic advising and intentional faculty student interactions throughout the first year may have a positive impact on student persistence and retention.

Recruitment, Retention and Support Programs for Teachers of Color

In Chapter IV I identified three colleges and universities that had specific programs dedicated to the recruitment and retention of students of color. All three programs were unique and individualized in their recruitment and retention processes. The things that are similar throughout each program are practices that have been proven to work through past research. All three programs have a staff devoted to actively recruiting and retaining students of color. Each program provides students with one-on-one academic and personal advising, tutoring services, mentoring by professional staff, cultural support and additional resources focused on preparing students for state licensure exams. Considering the low number of minority students enrolled in teacher preparation programs these three programs are leading the way in their efforts to actively recruit, retain and increase students of color numbers graduating and being licensed as K-12 educators. Graduation numbers vary from year to year, but based on personal communications with program coordinators all three programs are actively engaged in improving recruitment practices and increasing diversity enrollment in their perspective teach preparation programs. The challenges related to retention at these PWI's still exists,

but it is programs like these that are going to make a difference in the lives of students in both K-12 and postsecondary institutions. The graduates of these programs will be prepared to make a difference in the lives they touch as lead teachers in their classrooms.

Based on fall 2014 enrollment data retrieved from College Navigator on November 19, 2015 (nces.ed.gov), Concordia University in St. Paul, Minnesota had an undergraduate student population that was 64% white. Minnesota State University, Mankato had an undergraduate student population that was 78% white. The University of Wisconsin-Whitewater had an undergraduate student population that was 84% white. Table 5.1 summarizes the undergraduate student populations at each institution by race/ethnicity in fall of 2014.

Table 5.1

Fall 2014 undergraduate enrollment percentages at Concordia University, St. Paul, MN, Minnesota State University, Mankato and UW-Whitewater.

Institution	Undergraduate Student Population	% White	% Black	% Asian	% Hispanic	% Other
Concordia University	2500	64	12	7	4	14
MSU, Mankato	13000	78	5	3	4	10
UW Whitewater	11000	84	5	2	5	4

Additional research is needed on completion and graduation rates of minority students attending PWI's, enrolled in programs leading to teacher licensure that offer students additional support programs specifically focused on their postsecondary success. The diversity in these schools is already low, but based on these low enrollment numbers

what percentage of this diversity is going to walk into the teacher pipeline and out a licensed teacher?

Degrees conferred data retrieved from College Navigator on November 19, 2015 (nces.ed.gov) show that in 2013-2014 Concordia University in St. Paul, MN awarded 46 total bachelors degrees in education, 18 elementary, 18 secondary and 10 early childhood education. Minnesota State University, Mankato's College of Education awarded 159 total bachelors degrees, 80 elementary, 55 secondary and 24 special education. The University of Wisconsin-Whitewater's College of Education awarded 337 total bachelors degrees, 114 elementary, 127 secondary, 56 special education and 40 early childhood education. Table 5.2 summarizes completions (number of awards conferred) by all three institutions in 2013-2014. Further research is needed to investigate how many degrees conferred were awarded to students of color. This would enable researcher to assess the impact programs like SEAT, MTP, FTP and ToT are having on recruitment and retention of diverse students in K-12 teacher preparation programs.

Table 5.2

Completions (number of awards conferred) 2013-2014 at Concordia University, St. Paul, MN, Minnesota State University, Mankato and UW-Whitewater.

Institution	Elementary	Special Ed	Secondary	Early Childhood
Concordia University	18	0	18	10
MSU, Mankato	80	24	55	0
UW-Whitewater	114	56	127	40

Currently the numbers of diverse teacher candidates actually completing teacher preparation programs remains very low and is not even close to representing the changing demographics of our nation K-12 schools. What can colleges and universities do to

increase diverse students enrollment overall, but especially students with the aptitude and desire to be K-12 educators? It is going to require a vision and commitment to funding policies and practices that make recruitment and retention of students of color a priority. Funding will allow for hiring staff with the specialized skill set needed to actively recruit and engage with potential students. The ability to have financial resources to allocate funds specifically designated as scholarships for new and returning students may resolve financial worries often carried by students. Programs would need to be appropriately staffed to accomplish the recruitment and retention goals of the program. Additional concerns include what kind of campus space is available to house the program and where the program is going to be located on campus. Also needing consideration are how many students can fit into the space, if the space has desks or tables and chairs, computers, and possibly a kitchen, and what other resources are associated with the space.

I believe that if staffing and housing needs could be adequately addressed on college campuses, that programming could be implemented to effectively recruit, retain and graduate licensed teachers of color in greater numbers. I think teacher preparation programs that have the ability to implement highly personalized and structured academic support programs for students of color will be able to produce highly qualified and effective teachers of color. To increase future teacher numbers targeting and tracking of potential teachers needs to start as early as middle school if it is going to successfully produce future teachers. Colleges and universities with teacher preparation program should provide summer programming designed to create and maintain interest in teaching as a career choice. These programs need to focus on creating real world experiences,

increasing vocabulary base and basic reading, writing and math skills. Strengthening academic and personal encouragement systems, supporting and nurturing students from middle school into college with financial support and rewards along the way can lead to increased numbers of diverse students of color choosing teaching as a career.

As discussed in length in Chapter II our nations current dilemma surrounding underrepresentation of minority teachers can be in part traced back to Brown v. Board of Education (1954). An inadvertent side effect of desegregation efforts in the 1950's and 1960's lead to the dismissal and/or firing of minority school teachers, administrators, and staff. Black communities were not given the opportunity to participant in school integration planning and implementation. The policies that were created around school integration negatively affected the educational quality delivered to and received by minority students. Policies developed by state and local government initiated the start of our nations educational achievement gap between white students and students of color.

In research done by Torres et al. (2004) a series of negative consequences related to the implementation of desegregation as a discriminatory process were identified. Many of these consequences have already been discussed in chapter II but because they ominously altered the educational progression of the Black community, they need to be reiterated. Black educators were victimized by desegregation practices through dismissals, demotions, and displacement. Communities were impacted by the loss of racial models, heroes, and authority figures. Students of color were subjected to one-way busing policies and segregated classes. They were prohibited from representing their schools in extracurricular activities. Children were exposed to hostile attitudes and

behaviors of white teachers and parents. Discriminatory policies forced children into hostile school environments without any support systems. Many students especially Black males were purposefully misclassified and placed in special education classes and/or track systems. A disproportionate numbers of Black students were victimized by unfair discipline practices and arbitrary school regulations leading to suspension and/or expulsion from school.

The loss of African American schools and teaching staffs led to the complete genocide of unique cultural and pedagogical skills along with teaching philosophies that had been very effective in successfully educating generations of African American youth. Many educations fought to keep their jobs and those that did were often forced to take a significant reduction in pay, given false titles and relegated to menial tasks unrelated to the education of students. Starting salaries for all teachers should be higher, but historically people of color made much less then their white counterparts. People of color in teaching were forced to take culturally biased test to keep their jobs and then the results of those tests were used to justify pay scales. Because people of color scored lower then their white counterparts, they were systematically paid less, leading to the perpetuation of institutional racism in K-12 educational settings.

Implications and Future Research

Focused and intentional recruitment of talented individuals with a desire or interest in becoming teachers is critical and it takes a team effort to identify and actively recruit students. The time and effort that program staff will need to invest in each individual has to be personalized to maximize and strengthen personal potential. Program

components that I believe should be utilized to build a strong diversity-rich teacher preparation program include recruitment recommendations, retention recommendations, and program preparation and graduation recommendations.

Recruitment Recommendations

- Initiate personalized visits with middle school students and their families. Continue with visits through high school and college application.
- Establish scholarships for academic incentives and motivation to remain interested in a teaching career and enrollment at your college or university.
- Create innovative marketing campaigns and engaging advertisement materials.
- Invest in the development of academic summer programs for high school students.
- Establish mandatory academic advising, and orientation to the program when first year or transfer students arrive on campus.
- Require weekly participation in programming events.

Retention Recommendations

- Develop personal relationships through one-on-one mentoring and advising.
- Monitor and track academic excellence monthly.
- Create living/learning communities for social support.
- Organize weekly peer group meetings and study groups.
- Coordinate social and leadership activities.

- Provide accessible and personalized academic resources.
- Prioritize early registration for program participants.
- Arrange a series of lectures and speakers on educational issues.
- Facilitate community service opportunities, school presentations and conference attendance.
- Collaborate with faculty to promote personal interactions with students and future instructors.

Program Preparation and Graduation

- Coordinate and administer sessions to complete program applications and graduation forms.
- Administer mandatory licensure testing preparation sessions
- Provide continuous program support focused on personal success (academic, social, mental and financial).
- Recognize and celebrate major accomplishments such as graduation.
- Continue supporting and motivating alumni through their first few years of teaching.
- Encourage alumni to give back to the program by inviting them to share their stories.

Recommendations for Future Research

Minority student college readiness. For decades, administrators of the ACT college entrance exam have collected and reported data on student academic readiness for

postsecondary education. ACT's (2014) national report, *The Condition of College & Career Readiness,* shows that nearly one out of every three high school graduates are not academically ready for entry-level college classes such as English, math or science. In-depth research focused specifically on the college readiness of minority students should be researched along with immediate or delayed transition from high school to postsecondary education.

College preparation and awareness programs. All too often minority students and their families do not have the knowledge necessary to successfully transition from high school to postsecondary education. There are college preparatory programs aimed at increasing college access for those students least likely to move on to postsecondary education options. These programs come in many different shapes and sizes and they serve a variety of different students, some starting as early as elementary school. The many different stages on the path to college include challenges such as the entry process, which involves taking admissions tests, researching schools, applying for financial aid and applying to and selecting a potential college.

Federal TRIO Programs (2015) offer eight different outreach and support programs focused in assisting low-income individuals, first-generation college students, and disabled individuals progress from middle school to postsecondary education. When students do not have the proper guidance and information about these processes, the result is often lower postsecondary enrollment rates. Proficiency in math and English allows students to use higher level thinking skills to solve complex problems, such as college admission processes. If students do not have a firm grasp of English and math

upon leaving high school, they will be at a disadvantage in postsecondary classes. Additional research into increases in college enrollment that results from minority student taking advantage of ACT/SAT preparation courses, along with advanced placement and postsecondary courses is needed.

Postsecondary plans. At very early ages our educational system starts grooming children for a career. The seed is planted and children are asked what they want to be when they grow up. Career aspirations and dreams start early in life, but preparation for that career path begins to take shape in high school and usually continues through a postsecondary institution. The work with minority students needs to start early because the career path begins with ACT/SAT scores that dictate what college or university a student will or will not get in to. These test scores can change the trajectory of a young person's life by killing career aspirations and dreams. When a student is denied access to higher education of their choice, it is uncertain if they continue to seek out other higher education options, change direction or give up altogether. Research on minority high school students and their postsecondary and career goals needs to be researched in more depth.

Remedial coursework and other academic experiences. Adequate preparation in general education and science in high school academics can influence academic success in college-level courses such as English, math, biology, chemistry, and physics. These courses often serve as gateways to many scientific fields, including medicine and engineering. Research focused on minority student enrollment, required remedial college classes and student success in those classes along with persistence and completion rates

should be done and compared to career aspirations upon college entrance.

Reasons for leaving college without completing. Academic success, social belonging and financial issues are a few reasons that minority students stop out or drop out of college. Research on reasons why students leave college related to academic standing and financial debt should be researched. Additionally, research is recommended on what students experience in satisfying graduation requirements if they return to college after stopping out for a period of time.

Minorities enrolled in teacher education programs. The racial and ethnic makeup of K-12 classrooms and student enrollment is changing across the nation. People of color are wanted and needed to be ethnic role models, community heroes, and authority figures in our nation's classrooms. Further research is needed to identify and document the multitude of barriers minority students are encountering on the path to teacher licensure.

Concluding Thoughts

This analytical research study utilized a modified rubric that was created using Noel-Levitz data from 2013. Colleges and universities should examine their present practices and policies in regard to focused recruitment, retention, and completion rates of all diverse students, but specifically ethnically diverse teacher candidates. Colleges and universities must be innovative in developing, designing and adjusting strategies to meet the current student shortages in both ethnic makeup and major (area of study) selection. They will need to make special efforts to recruit, retain and graduate students of color and they will have to go above and beyond current practices to graduate fully qualified

licensed teachers of color. To inspire young people to reach their full potential, they need to first see people that look like them walking out their potential in leadership and authoritative roles. Future educators must be able to see themselves in that role, have it modeled, demonstrated and then be allowed to cultivate and grow their personal character qualities through lived experiences while developing themselves into life long learners.

In addition to increasing the pool of diverse teachers, teacher education programs must continually adapt and transform themselves, to ensure that all future teachers produced are prepared to really see and empathize with the children in their classrooms. Delpit (1995) stated, " if one does not see color, than one does not really see children" (p. 177). Teacher preparation programs must make a commitment to diversity and to increasing equity in teacher preparation programs because race continues to be a challenging issue to confront. The majority of teacher preparation programs do not require future teachers or their teaching faculty mentors to examine their own beliefs about race, culture, and ethnicity (Beardsley & Teitel, 2004). If examining personal beliefs is ignored in professional preparation, young educators may never be called upon to consider how their own ethnic backgrounds may influence their ability to truly understand the opinions, beliefs and needs of their individual students. Colleges and universities will need to engage in conscientious strategies to weave issues of race and equity into both general education and teacher preparation programs for all students.

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Appendix A

Noel-Levitz 2013 Top 5 modes of communication

Rank*	Four-year private	Four-year public
1	E-mail Communications	Recruiting page(s) on Web site
2	Calling Cell Phones	Publications in general
3	Recruiting page(s) on Web site	**Website optimized for mobile browsers**
4	Publications in general	E-mail Communications
5	**Website optimized for mobile browsers**	Calling Cell Phones

Note 1. For complete findings, please, visit www.noellevitz.com/BenchmarkReports.
Note 2. Bold indicates modes of communication that were not being used by more than a quarter of institutions within the sector.

Appendix B

Noel-Levitz 2013 Top 10 most effective strategies and tactics by institution type

Rank*	Four-year private	Four-year public
1	Campus Open House Events	Campus Open House Events
2	Campus visit days for high school student	Campus visit days for high school students
3	Encouraging prospective students to apply on the admissions Web site	Encouraging prospective students to apply on the admissions Web site
4	Encouraging prospective students to schedule campus visits on the admissions Web site	**Weekend visits for high school students**
5	Using enrolled students in recruitment/marketing	Encouraging prospective students to schedule campus visits on the admissions Web site
6	**Weekend visits for high school students**	Community college articulation agreements
7	Routine contacts by admissions office professional staff to assess student reactions to financial aid awards	**Campus visit events designed for school counselors**
8	**Campus visit events designed for school counselors**	Using enrolled students in recruitment/marketing
9	**Telecounseling program to coordinate continuous, regularly scheduled flows of phone calls at high volume**	**College-paid trips to campus for prospective students**
10	High school visits by admission representatives to primary markets	Off-campus group meetings for prospective students and/or their parents

Note 1. For complete findings please, visit www.noellevitz.com/BenchmarkReports.
Note 2. Bold indicates practices that were not being used by more than a quarter of institutions within the sector.

Appendix C

Noel-Levitz 2013 Top 10 most effective strategies and tactics by institution type

Rank*	Four-year private	Four-year public
1	Academic Support program or services	Honors programs for academically advanced students
2	Programs designed specifically for first-year students	Programs designed specifically for first-year students
3	Giving students practical work experience in their intended major to apply to their learning	Academic Support program or services
4	**Honors programs for academically advanced students**	Providing supplementary instruction
5	Tutoring	**Learning Communities**
6	**Advising by professional staff, one-on-one**	**Mandatory advising by professional staff, one-on-one**
7	**Mandatory advising by professional staff, one-on-one**	Giving students practical work experience in their intended major to apply to their learning
8	Early-alert and intervention system	Tutoring
9	Advising specifically for students approaching graduation to ensure they are on track	Programs designed specifically for students who are at risk academically
10	Programs designed specifically for students who are at risk academically	**Programs designed specifically for international students**

Note 1. For complete findings, please, visit www.noellevitz.com/BenchmarkReports.
Note 2. Bold indicates practices that were not being used by more than a quarter of institutions within the sector.

Appendix D

Definitions of terms used in Adapted Noel-Levitz Rubric.

Recruitment Practices
Campus Open House Events or Special Preview Days – Focus on unique student profiles and give prospective students in-depth information about college and university programs, admissions, housing and financial aid.
Weekend visits for high school students and or groups – Gives prospective students in-depth information about college and university programs, admissions, housing and financial aid.
Weekday visits for high school students and or groups - Gives prospective students in-depth information about college and university programs, admissions, housing and financial aid.
Using enrolled students in recruitment and marketing – Use of current enrolled students to answer questions, be tour guides and talk about their personal experiences at the college of university.
Encouraging prospective students to apply on the admissions website – Web page used specifically for online student applications.
Encouraging prospective students to schedule campus visits on the admission website - Web page used specifically for campus visit requests.
Recruitment Communication Practices
General publications – Any printed or printable documents and brochures use for recruitment purposes
Email communications – Any communications sent to a students for recruitment purposes
Recruiting page(s) on Web site – Web page designed specifically for student recruitment purposes
Personal phone calls or text messages to cell phones – for recruitment purposes
Retention & Student Support Practices
Tutoring – Academic support.
Academic support programs or services – A variety of student academic support services.
Programs designed specifically for first-year students – Programs designed to assist students with the transition from high school to college.
Mandatory advising by professional staff, one-on-one – All students must meet with an advisor before being able to register for classes.
Honors programs for academically advanced students – Programs for academically advanced students.
Program designed specifically for students who are at risk academically – Programs designed for student arriving at the college or university not academically ready in one or more academic area.
Offers students practical work experiences in their intended major to apply their learning Internships and on the job training.

Appendix E

Usage and Effectiveness of 53 Strategies and Tactics for Four-Year Private Institutions—*Ordered by Percent Rated "Very Effective"*

Survey Items—Four-Year Private Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Campus open house events	98.5%	79.3%	20.0%	0.7%	99.3%
Campus visit days for high school students	95.6%	66.9%	29.2%	3.8%	96.2%
Encouraging prospective students to apply on the admissions Web site	96.3%	53.4%	42.7%	3.8%	96.2%
Encouraging prospective students to schedule campus visits on the admissions Web site	96.3%	46.6%	48.1%	5.3%	94.7%
Using enrolled students in recruitment/marketing	89.0%	44.6%	41.3%	14.0%	86.0%
Weekend visits for high school students	75.0%	44.1%	34.3%	21.6%	78.4%
Routine contacts by admissions office professional staff to assess student reactions to financial aid awards	86.0%	41.9%	50.4%	7.7%	92.3%
Campus visit events designed for school counselors	70.8%	39.2%	30.9%	29.9%	70.1%
Telecounseling program to coordinate continuous, regularly scheduled flows of phone calls at a high volume (one-time phonathons don't count)	68.6%	37.2%	43.6%	19.1%	80.9%
High school visits by admission representatives to primary markets	99.3%	35.1%	50.7%	14.2%	85.8%
College-paid trips to campus for prospective students	38.0%	32.7%	46.2%	21.2%	78.8%
Using faculty in recruitment/ marketing	96.4%	31.8%	44.7%	23.5%	76.5%
Offering loans directly from the college or university	23.0%	29.0%	32.3%	38.7%	61.3%
Off-campus group meetings for prospective students and/or their parents	79.6%	26.6%	47.7%	25.7%	74.3%
Community college articulation agreements	84.6%	26.4%	45.5%	28.2%	71.8%
Encouraging prospective students to use an inquiry form on the admissions Web site	96.4%	25.8%	50.8%	23.5%	76.5%
Admissions decisions "on the spot" – in high schools or during campus visits/open houses	43.1%	23.7%	39.0%	37.3%	62.7%
Routine contacts by financial aid office professional staff to assess student reactions to financial aid awards	47.4%	23.1%	46.2%	30.8%	69.2%
Offering flexible payment plans	83.2%	22.8%	43.9%	33.3%	66.7%

Appendix E Continued

Survey Items—Four-Year Private Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Academic programs within high schools for students to earn college credits to your institution	57.7%	22.8%	26.6%	50.6%	49.4%
Student search via electronic mail	94.9%	21.5%	55.4%	23.1%	76.9%
Community college outreach to academic advisors	77.1%	20.8%	46.5%	32.7%	67.3%
Special interest workshops, seminars, or camps (music, sports, science, etc.)	77.4%	20.8%	41.5%	37.7%	62.3%
Targeting parents of prospective students	85.3%	20.7%	49.1%	30.2%	69.8%
Cookie-driven "retargeting" ads that target users who've previously visited your Web site	37.6%	20.0%	38.0%	42.0%	58.0%
Targeting out-of-state students	87.6%	20.0%	58.3%	21.7%	78.3%
Community college visits	87.8%	20.0%	43.5%	36.5%	63.5%
Off-campus meetings or events for high school counselors	58.4%	18.8%	47.5%	33.8%	66.3%
Personalized home page/portal for prospective students	43.1%	18.6%	50.8%	30.5%	69.5%
Using alumni in recruitment/ marketing	86.8%	17.8%	33.9%	48.3%	51.7%
Targeting veterans	48.9%	16.4%	26.9%	56.7%	43.3%
Radio ads	64.0%	16.1%	29.9%	54.0%	46.0%
Targeting high-academic-ability students	85.4%	15.4%	64.1%	20.5%	79.5%
Targeting under-represented students	70.8%	14.4%	57.7%	27.8%	72.2%
High school visits by admission representatives to secondary, tertiary, or test markets	95.6%	13.7%	45.0%	41.2%	58.8%
Television ads	43.4%	13.6%	45.8%	40.7%	59.3%
Student search via direct mail	93.4%	13.3%	57.8%	28.9%	71.1%
Pay-per-click ads on search sites like Google, Bing, or Yahoo	52.6%	12.5%	37.5%	50.0%	50.0%
Targeting adult learners	47.4%	12.3%	41.5%	46.2%	53.8%
Cooperative or consortia-based recruiting	47.4%	12.3%	26.2%	61.5%	38.5%
Targeting transfer students	86.9%	11.8%	58.8%	29.4%	70.6%
Sending a subset of purchased names the same communications as inquiries	65.2%	11.4%	34.1%	54.5%	45.5%
National or regional college fairs	99.3%	11.0%	54.4%	34.6%	65.4%
Online display advertising	68.4%	10.8%	51.6%	37.6%	62.4%
Print media ads in general	87.5%	8.4%	43.7%	47.9%	52.1%
Asking current students/alumni for applicant referrals	73.0%	8.0%	27.0%	65.0%	35.0%
Online net price calculator	94.9%	7.7%	28.5%	63.8%	36.2%

Appendix F

Usage and Effectiveness of 53 Strategies and Tactics for Four-Year Public Institutions—*Ordered by Percent Rated "Very Effective"*

Survey Items—Four-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Campus open house events	95.1%	75.3%	18.2%	6.5%	93.5%
Campus visit days for high school students	98.8%	65.0%	31.3%	3.8%	96.3%
Encouraging prospective students to apply on the admissions Web site	98.8%	57.5%	36.3%	6.3%	93.8%
Weekend visits for high school students	69.1%	50.0%	37.5%	12.5%	87.5%
Encouraging prospective students to schedule campus visits on the admissions Web site	100.0%	46.9%	48.1%	4.9%	95.1%
Community college articulation agreements	97.4%	46.7%	33.3%	20.0%	80.0%
Campus visit events designed for school counselors	69.1%	44.6%	32.1%	23.2%	76.8%
Using enrolled students in recruitment/marketing	92.5%	41.9%	50.0%	8.1%	91.9%
College-paid trips to campus for prospective students	41.3%	36.4%	42.4%	21.2%	78.8%
Off-campus group meetings for prospective students and/or their parents	82.7%	32.8%	49.3%	17.9%	82.1%
Telecounseling program to coordinate continuous, regularly scheduled flows of phone calls at a high volume (one-time phonathons don't count)	60.5%	32.7%	46.9%	20.4%	79.6%
Admissions decisions "on the spot" – in high schools or during campus visits/open houses	53.8%	32.6%	37.2%	30.2%	69.8%
Community college outreach to academic advisors	91.0%	32.4%	49.3%	18.3%	81.7%
High school visits by admission representatives to primary markets	98.8%	31.3%	53.8%	15.0%	85.0%
Academic programs within high schools for students to earn college credits to your institution	64.2%	28.8%	36.5%	34.6%	65.4%
Targeting under-represented students	91.4%	28.4%	54.1%	17.6%	82.4%
Community college visits	98.7%	27.3%	49.4%	23.4%	76.6%
Off-campus meetings or events for high school counselors	70.4%	26.3%	49.1%	24.6%	75.4%
Offering flexible payment plans	75.3%	24.6%	42.6%	32.8%	67.2%
Targeting transfer students	88.9%	23.6%	59.7%	16.7%	83.3%
Targeting out-of-state students	87.5%	22.9%	44.3%	32.9%	67.1%
Targeting parents of prospective students	71.6%	22.4%	51.7%	25.9%	74.1%

Appendix F Continued

Survey Items—Four-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Targeting high-academic-ability students	91.4%	21.6%	55.4%	23.0%	77.0%
Encouraging prospective students to use an inquiry form on the admissions Web site	95.1%	20.8%	55.8%	23.4%	76.6%
Using faculty in recruitment/ marketing	97.5%	20.3%	59.5%	20.3%	79.7%
Using alumni in recruitment/ marketing	74.7%	18.6%	45.8%	35.6%	64.4%
Pay-per-click ads on Facebook or other social sites	44.3%	17.1%	40.0%	42.9%	57.1%
Personalized home page/portal for prospective students	44.4%	16.7%	55.6%	27.8%	72.2%
High school visits by admission representatives to secondary, tertiary, or test markets	92.6%	16.0%	38.7%	45.3%	54.7%
Sending a subset of purchased names the same communications as inquiries	54.3%	15.9%	52.3%	31.8%	68.2%
National or regional college fairs	97.5%	15.4%	56.4%	28.2%	71.8%
Offering loans directly from the college or university	35.0%	14.3%	64.3%	21.4%	78.6%
Online display advertising	72.2%	14.0%	49.1%	36.8%	63.2%
Special interest workshops, seminars, or camps (music, sports, science, etc.)	71.6%	12.1%	46.6%	41.4%	58.6%
Targeting veterans	60.0%	10.4%	52.1%	37.5%	62.5%
Student search via electronic mail	95.1%	10.4%	63.6%	26.0%	74.0%
Television ads	48.1%	10.3%	41.0%	48.7%	51.3%
Cookie-driven "retargeting" ads that target users who've previously visited your Web site	25.0%	10.0%	35.0%	55.0%	45.0%
Student search via direct mail	86.4%	10.0%	60.0%	30.0%	70.0%
Asking current students/alumni for applicant referrals	51.3%	9.8%	12.2%	78.0%	22.0%
Routine contacts by financial aid office professional staff to assess student reactions to financial aid awards	41.3%	9.1%	36.4%	54.5%	45.5%
Pay-per-click ads on search sites like Google, Bing, or Yahoo	48.1%	7.9%	47.4%	44.7%	55.3%
Virtual tours	65.8%	7.7%	38.5%	53.8%	46.2%
Radio ads	59.3%	6.3%	33.3%	60.4%	39.6%
Print media ads in general	85.2%	5.8%	39.1%	55.1%	44.9%
Online college fairs	48.1%	5.1%	30.8%	64.1%	35.9%
Recruiting through business/ industry	49.4%	5.0%	37.5%	57.5%	42.5%
Targeting adult learners	30.9%	4.0%	40.0%	56.0%	44.0%

Appendix G

Usage and Effectiveness of 12 Modes of Communication for Marketing and Recruitment for Four-Year Private Institutions

Note: Many of these modes of communication rated here were previously ranked among the earlier, large list of strategies and tactics but this year are reported separately.

Modes of Communication—Four-Year Private Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
E-mail communication	99.3%	34.6%	58.8%	6.6%	93.4%
Calling cell phones	89.1%	33.6%	51.6%	14.8%	85.2%
Recruiting page(s) on Web site	100.0%	31.6%	54.4%	14.0%	86.0%
Publications in general (viewbook, search piece, etc.)	100.0%	30.1%	59.6%	10.3%	89.7%
Web site optimized for mobile browsers	55.9%	23.7%	47.4%	28.9%	71.1%
Calling home phones	94.1%	17.2%	58.6%	24.2%	75.8%
Text messaging	47.4%	16.9%	46.2%	36.9%	63.1%
Flash/Media player videos embedded in campus Web site	67.6%	16.3%	48.9%	34.8%	65.2%
Social networking sites like Facebook	97.1%	13.6%	54.5%	31.8%	68.2%
Skype/Webcam	33.1%	11.1%	37.8%	51.1%	48.9%
Scannable QR codes to take users to a designated Web page	62.2%	6.0%	21.4%	72.6%	27.4%
Blogging space for faculty or students	47.8%	4.6%	27.7%	67.7%	32.3%

Appendix H

Usage and Effectiveness of 12 Modes of Communication for Marketing and Recruitment for Four-Year Public Institutions

Note: Many of these modes of communication rated here were previously ranked among the earlier, large list of strategies and tactics but this year are reported separately.

Modes of Communication—Four-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Recruiting page(s) on Web site	97.6%	33.8%	51.3%	15.0%	85.0%
Publications in general (viewbook, search piece, etc.)	98.8%	31.3%	65.0%	3.8%	96.3%
Web site optimized for mobile browsers	58.5%	29.2%	50.0%	20.8%	79.2%
E-mail communication	100.0%	28.0%	65.9%	6.1%	93.9%
Calling cell phones	76.5%	22.6%	45.2%	32.3%	67.7%
Skype/Webcam	22.5%	22.2%	33.3%	44.4%	55.6%
Text messaging	31.7%	15.4%	50.0%	34.6%	65.4%
Flash/Media player videos embedded in campus Web site	70.0%	14.3%	48.2%	37.5%	62.5%
Social networking sites like Facebook	93.7%	13.5%	52.7%	33.8%	66.2%
Calling home phones	91.5%	13.3%	41.3%	45.3%	54.7%
Scannable QR codes to take users to a designated Web page	59.5%	2.1%	21.3%	76.6%	23.4%
Blogging space for faculty or students	38.3%	0.0%	22.6%	77.4%	22.6%

Appendix I

Usage and Effectiveness of Event Marketing and Recruitment Practices for Four-Year Private Institutions

Note: This data is a subset of the data presented in the previous, 53-item table.

Event Items—Four-Year Private Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Campus open house events	98.5%	79.3%	20.0%	0.7%	99.3%
Campus visit days for high school students	95.6%	66.9%	29.2%	3.8%	96.2%
Weekend visits for high school students	75.0%	44.1%	34.3%	21.6%	78.4%
Campus visit events designed for school counselors	70.8%	39.2%	30.9%	29.9%	70.1%
College-paid trips to campus for prospective students	38.0%	32.7%	46.2%	21.2%	78.8%
Off-campus group meetings for prospective students and/or their parents	79.6%	26.6%	47.7%	25.7%	74.3%
Special interest workshops, seminars, or camps (music, sports, science, etc.)	77.4%	20.8%	41.5%	37.7%	62.3%
Off-campus meetings or events for high school counselors	58.4%	18.8%	47.5%	33.8%	66.3%
National or regional college fairs	99.3%	11.0%	54.4%	34.6%	65.4%
Online college fairs	38.2%	3.8%	25.0%	71.2%	28.8%

Appendix J

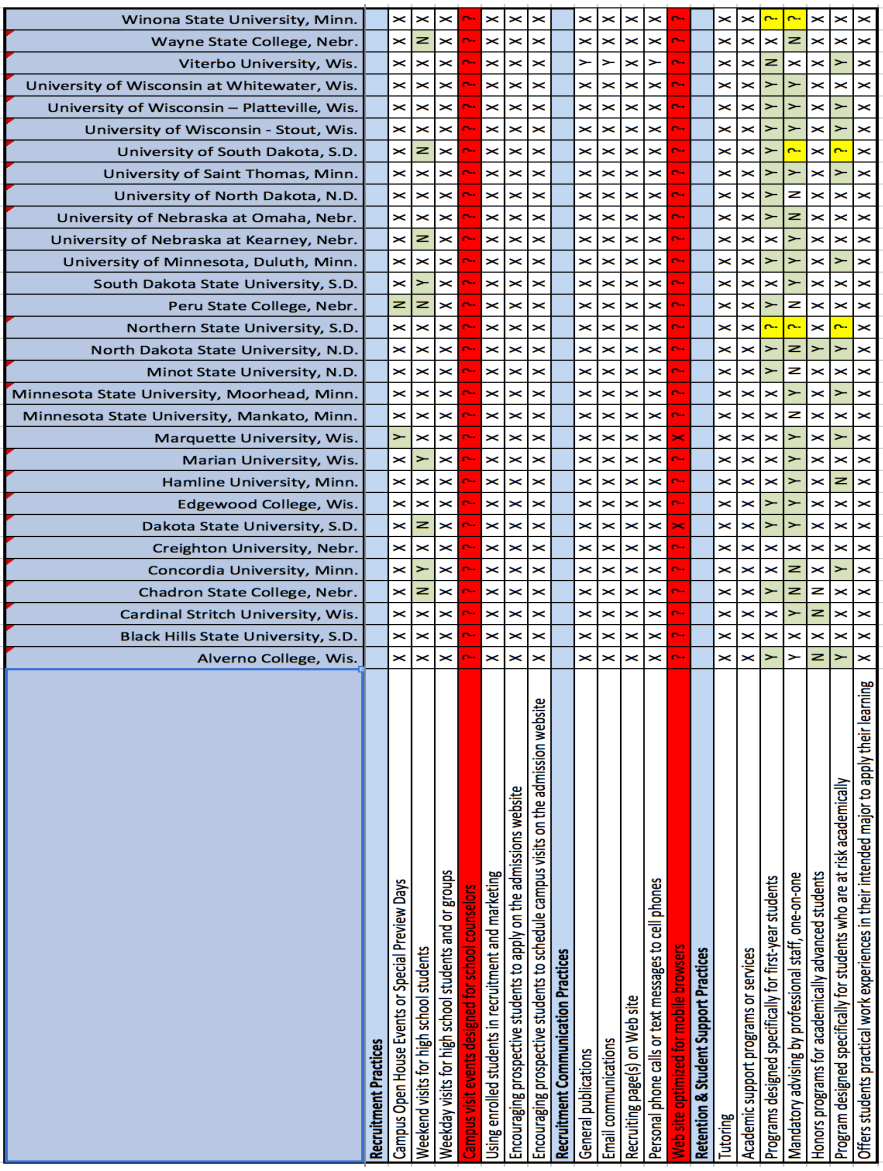
Usage and Effectiveness of Event Marketing and Recruitment Practices for Four-Year Public Institutions

Note: This data is a subset of the data presented in the previous, 53-item table.

Event Items—Four-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Campus open house events	95.1%	75.3%	18.2%	6.5%	93.5%
Campus visit days for high school students	98.8%	65.0%	31.3%	3.8%	96.3%
Weekend visits for high school students	69.1%	50.0%	37.5%	12.5%	87.5%
Campus visit events designed for school counselors	69.1%	44.6%	32.1%	23.2%	76.8%
College-paid trips to campus for prospective students	41.3%	36.4%	42.4%	21.2%	78.8%
Off-campus group meetings for prospective students and/or their parents	82.7%	32.8%	49.3%	17.9%	82.1%
Off-campus meetings or events for high school counselors	70.4%	26.3%	49.1%	24.6%	75.4%
National or regional college fairs	97.5%	15.4%	56.4%	28.2%	71.8%
Special interest workshops, seminars, or camps (music, sports, science, etc.)	71.6%	12.1%	46.6%	41.4%	58.6%
Online college fairs	48.1%	5.1%	30.8%	64.1%	35.9%

Appendix K

Adapted Noel-Levitz Rubric



	Winona State University, Minn.	Wayne State College, Nebr.	Viterbo University, Wis.	University of Wisconsin at Whitewater, Wis.	University of Wisconsin – Platteville, Wis.	University of Wisconsin - Stout, Wis.	University of South Dakota, S.D.	University of Saint Thomas, Minn.	University of North Dakota, N.D.	University of Nebraska at Omaha, Nebr.	University of Nebraska at Kearney, Nebr.	University of Minnesota, Duluth, Minn.	South Dakota State University, S.D.	Peru State College, Nebr.	Northern State University, S.D.	North Dakota State University, N.D.	Minot State University, N.D.	Minnesota State University, Moorhead, Minn.	Minnesota State University, Mankato, Minn.	Marquette University, Wis.	Marian University, Wis.	Hamline University, Minn.	Edgewood College, Wis.	Dakota State University, S.D.	Creighton University, Nebr.	Concordia University, Minn.	Chadron State College, Nebr.	Cardinal Stritch University, Wis.	Black Hills State University, S.D.	Alverno College, Wis.
Recruitment Practices																															
Campus Open House Events or Special Preview Days	X	X	X	X	X	X	X	X	X	X	X	X	X	N	X	X	X	X	X	Y	X	X	X	X	X	X	X	X	X	X	X
Weekend visits for high school students	X	X	X	X	X	X	N	X	X	X	N	X	Y	N	X	X	X	X	X	X	Y	X	X	X	N	Y	N	X	X	X	X
Weekday visits for high school students and or groups	X	X	X	X	X	X	N	X	X	X	N	X	Y	N	X	X	X	X	X	X	Y	X	X	X	N	Y	N	X	X	X	X
Campus visit events designed for school counselors	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?
Using enrolled students in recruitment and marketing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Encouraging prospective students to apply on the admissions website	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Encouraging prospective students to schedule campus visits on the admission website	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Recruitment Communication Practices																															
General publications	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Email communications	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Recruiting page(s) on Web site	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Personal phone calls or text messages to cell phones	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Web site optimized for mobile browsers	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	X	?	?	?	?	?	?	?	?	?	?	?
Retention & Student Support Practices																															
Tutoring	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Academic support programs or services	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Programs designed specifically for first-year students	Y	X	X	Y	X	X	Y	Y	X	X	X	X	X	Y	Y	?	Y	Y	X	X	Y	Y	Y	Y	Y	Y	N	Y	Y	X	?
Mandatory advising by professional staff, one-on-one	Y	X	Y	N	N	X	Y	Y	Y	Y	Y	Y	Y	N	?	N	N	Y	N	Y	Y	Y	Y	Y	?	Y	Y	Y	Y	N	?
Honors programs for academically advanced students	N	X	N	N	X	X	X	X	X	X	X	X	X	X	X	Y	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Program designed specifically for students who are at risk academically	Y	X	X	Y	X	X	X	X	X	X	X	Y	X	X	X	Y	?	X	Y	X	Y	X	X	X	X	X	?	Y	Y	X	Y
Offers students practical work experiences in their intended major to apply their learning	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

White X – Verified via webpage

Green Y = Yes, N = No – Verified by phone call

Yellow ? – Was not able to verify

Red X – Was not able to verify and removed from rubric